DOCUMENT RESUME

ED 344 100 CE 060 936

TITLE	Vocational Education. Annual Performance Report. Program Year 1991.
INSTITUTION	Texas Education Agency, Austin.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	31 Dec 91
NOTE	124p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Vocational Education; Community Organizations; Consumer Education; Curriculum Development; Demonstration Programs; Disabilities; Disadvantaged; *Educational Finance; Educational Legislation; *Federal Aid; Federal Legislation; Homemaking Skills; *Labor Force Development; Limited English Speaking; Nontraditional Occupations; Occupational Home Economics; Postsecondary Education; Program Development; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; Staff Development; State Programs; *Vocational Education
IDENTIFIERS	Carl D Perkins Vocational Education Act 1984; *Texas

ABSTRACT

This annual performance report presents the results and accomplishments of Texas vocational education programs, services, and activities for the 1990-91 program year. It is composed of three sections. Section I contains information for secondary and adult vocational education programs, services, and activities offered by local education agencies (LEAs). A discussion of state administration and an overview of secondary programs are followed by results and accomplishments of expending secondary vocational funds under the Carl Perkins Vocational Education Act, Title II, Parts A and B, and Title III, Parts A and B. Section II provides information for postsecondary and adult vocational education programs, services, and activities offered by postsecondary institutions (PSIs). A discussion of postsecondary state administration and an overview of postsecondary programs in Texas are followed by results and accomplishments of expending postsecondary vocational funds under Title II, Parts A and B of the act. Section III presents information regarding the state's quality work force planning activities, a regional planning partnership. Appendixes contain information on exemplary programs administered by each agency and enrollment tables for students served by LEAs and PSIs in the state. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ANNUAL PERFORMANCE REPORT FOR

VOCATIONAL EDUCATION

ED344100

PROGRAM YEAR 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L Kemp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Texas Education Agency

Austin, Texas

CE 060 936

BEST COPY AVAILABLE

ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION
PROGRAM YEAR 1991

Submitted to:

The United States Secretary of Education

Under the Provisions of

Public Law 98-524

The Carl D. Perkins Vocational Education Act

Texas Education Agency
Austin, Texas

December 31, 1991

After initial dissemination, copies of the Annual Performance Report may be obtained for a nominal fee from the

Publications Distribution Office
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

STATE BOARD OF EDUCATION

(State Board for Vocational Education)

CAROLYN HONEA CRAWFORD, Beaumont
Chairman of the State Board of Education
District 7

BOB AIKIN, Commerce
Vice Chairman of the State Board of Education
District 9

MARY HELEN BERLANGA, Corpus Christi
Secretary of the State Board of Education
District 2

Board Members

RAYMOND A. ALEXANDER, Houston
District 4

JACK CHRISTIE, Houston
District 6

EMMETT J. CONRAD, Dallas
District 13

WILL D. DAVIS, Austin
District 10

MONTE HASIE, Lubbock
District 15

WILLIAM L. HUDSON, Wichita Falls
District 14

GERALDINE MILLER, Dallas
District 12

JANE NELSON, Double Oak
District 11

RENE NUÑEZ, El Paso
District 1

MARY KNOTTS PERKINS, Lufkin
District 8

JOHN H. SHIELDS, San Antonio
District 5

ESTEBAN SOSA, San Antonio
District 3

LIONEL R. MENO
Commissioner of Education
(Executive Officer of the State Board of Education)

Committees
of the
State Board of Education

PERSONNEL
RENE NUÑEZ, Chairman
JACK CHRISTIE
EMMETT J. CONRAD
CAROLYN HONEA CRAWFORD
JOHN H. SHIELDS

STUDENTS
GERALDINE MILLER, Chairman
RAYMOND A. ALEXANDER
MARY HELEN BERLANGA
MONTE HASIE
MARY KNOTTS PERKINS

SCHOOL FINANCE
WILL D. DAVIS, Chairman
BOB AIKIN
WILLIAM L. HUDSON
JANE NELSON
ESTEBAN SOSA

LONG-RANGE PLANNING
EMMETT J. CONRAD, Chairman
RAYMOND A. ALEXANDER
JACK CHRISTIE
CAROLYN HONEA CRAWFORD
WILL D. DAVIS
JANE NELSON
MARY KNOTTS PERKINS
JOHN H. SHIELDS

PERMANENT SCHOOL FUND
ESTEBAN SOSA, Chairman
BOB AIKIN
MARY HELEN BERLANGA
MONTE HASIE
WILLIAM L. HUDSON
GERALDINE MILLER
RENE NUÑEZ

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SECTION I - SECONDARY VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES	3
STATE ADMINISTRATION	5
OVERVIEW OF SECONDARY VOCATIONAL EDUCATION PROGRAMS	5
RESULTS AND ACCOMPLISHMENTS OF EXPENDING SECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART A - VOCATIONAL EDUCATION OPPORTUNITIES	6
Students with Handicaps	7
Disadvantaged Students	10
Limited English Proficient Students	12
RESULTS AND ACCOMPLISHMENTS OF EXPENDING SECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION	13
New, Expanded, and Dropped Programs	13
Vocational Student Organizations	14
Personnel Development Projects	14
Curriculum Development Projects	16
Program Development Projects	17
Guidance and Counseling	18
Adults in Need of Training and Retraining	19
Single Parents and Homemakers	21
Sex Equity in Vocational Education	35
Criminal Offenders in Correctional Institutions	42
RESULTS AND ACCOMPLISHMENTS OF EXPENDING FUNDS UNDER TITLE III, PART A - STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS	44
RESULTS AND ACCOMPLISHMENTS OF EXPENDING FUNDS UNDER TITLE III, PART B - CONSUMER AND HOMEMAKING EDUCATION	57
Achievements in Consumer and Homemaking Programs and Support Services in Depressed and Non-Depressed Areas	57
State Leadership (Administration)	63

SECTION II - POSTSECONDARY AND ADULT VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES 67

POSTSECONDARY STATE ADMINISTRATION 69

OVERVIEW OF POSTSECONDARY VOCATIONAL EDUCATION IN TEXAS 69

RESULTS AND ACCOMPLISHMENTS OF EXPENDING POSTSECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART A - VOCATIONAL EDUCATION OPPORTUNITIES 70

Handicapped Students 70
Disadvantaged (Excluding LEP) Students 73
Limited English Proficient (LEP) Students 74
Adults in Need of Training and Retraining 76
Single Parent/Homemaker Students 84
Students in Nontraditional Programs (Sex Equity) 86

RESULTS AND ACCOMPLISHMENTS OF EXPENDING POSTSECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION 88

Formula Allocated Funds 88
New Programs 89
Expanded and Improved Programs 90
Evaluation of Programs 91
Guidance and Counseling 93
Other Activities 94
Discretionary Funded Projects 94
Curriculum Development 95
Personnel Development 96
Research Development 97
Model and Demonstration Programs 98

SECTION III - QUALITY WORK FORCE 99

APPENDIX A - SECONDARY EXEMPLARY PROGRAMS 103

APPENDIX B - POSTSECONDARY AND ADULT EXEMPLARY PROGRAMS 107

APPENDIX C - TABLES 115

LIST OF TABLES

Page

Table I-1: Local Education Agency Program Area Enrollments, Program Year 1991 117

Table I-2: Local Education Agency Enrollments by Sex and Race, Program Year 1991 118

Table I-3: Local Education Agency Enrollments by Carl D. Perkins Act Target Populations, Program Year 1991 119

Table I-4: Local Education Agency Secondary Consumer and Homemaking Education Enrollments, Program Year 1991 120

Table I-5: Number of Students in Vocational Programs, Secondary Education, Program Year 1991 121

Table II-1: Postsecondary Institution Vocational Enrollments by Program Area, Program Year 1991 122

Table II-2: Postsecondary Institution Vocational Enrollments by Sex, Race, and Special Needs Category, Program Year 1991 123

Table II-3: Postsecondary Enrollment by Funding Category Program Year 1991 124

STATE OF TEXAS

VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT

FOR PROGRAM YEAR 1991 (JULY 1, 1990 - JUNE 30, 1991)

INTRODUCTION

The Carl D. Perkins Vocational Education Act, Public Law 98-524, was designed to strengthen and expand the economic base of the nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the nation's defense capabilities by assisting the states to expand, improve, and update high-quality programs of vocational-technical education. This annual performance report presents the results and accomplishments of vocational education programs, services, and activities for the 1990-91 program year.

The document is comprised of three major sections. First, the document presents information for secondary and adult vocational education programs, services, and activities offered by local education agencies (LEAs). Second, the document presents information for postsecondary and adult vocational education programs, services, and activities offered by postsecondary institutions (PSIs). Third, the document presents information regarding the state's quality work force planning activities, a regional planning partnership.

Appendices A and B present information on exemplary programs administered by each agency. Appendix C presents enrollment tables for students served by LEAs and PSIs in the state.

SECTION I

SECONDARY VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

STATE ADMINISTRATION

During program year 1991, the Texas Education Agency expended approximately $2,036,075 in federal funds to administer secondary and adult vocational education programs, services, and activities at the state level. The Division of Vocational Education Programs, which employed 35 personnel, administered vocational education programs in agricultural science and technology, health occupations education, industrial technology education, marketing education, career investigation, office education, trade and industrial education, and vocational home economics education. Staff in this division were engaged in program development and improvement activities such as inservice training, curriculum revision and development projects, textbook review, sunset review of local LEA vocational programs, technical assistance visits to LEAs, and support activities for vocational student organizations. Staff worked closely with teacher preparation programs to ensure that qualified personnel entered the teaching profession in the vocational program areas.

The Division of Vocational Education Funding and Compliance, which employed 32 personnel during program year 1991, managed the legal/fiscal aspects of state and federal formula and discretionary funds; developed the annual application and guidelines regarding state and federal vocational funds; recommended action on the annual application for vocational programs, services, and activities; provided technical assistance to LEAs using funds available under the Carl D. Perkins Vocational Education Act; and monitored the operations of school districts and other recipients of funds to ensure compliance with state and federal statutes, policies, rules, and regulations. Thirteen staff members monitored 209 of the state's 938 LEAs offering vocational education programs. In addition to providing legal and fiscal support, technical assistance, and workshops for LEAs conducting secondary vocational education programs, this division was also responsible for distribution of state and federal vocational education funds; implementation of the U.S. Office for Civil Rights Methods of Administration (MOA) Plan for Vocational Education; coordination of the state program for sex equity in vocational education; administration of vocational projects and activities for single parents and homemakers, including single pregnant women; and coordination of statutory planning and reporting activities.

The Division of Adult Education/Employment and Training Funding and Compliance, which employed seven personnel, administered programs in four areas: adult training and retraining, apprenticeship training, vocational education programs for criminal offenders serving in correctional institutions, and state assistance for vocational education support programs provided by community-based organizations.

OVERVIEW OF SECONDARY VOCATIONAL EDUCATION PROGRAMS

During the 1991 program year, vocational education programs, services, and activities were made available through 938 LEAs to 618,942 secondary students and through 43 LEAs to 16,256 adult students in need of training or retraining. These figures represent an increase of more than four percent in both secondary and adult enrollments from the previous year. Table I-1 in

Appendix C presents LEA enrollment figures by level of instruction and major program areas.

Of secondary students in vocational programs, 123,350 (20.12 percent) were 11th and 12th grade students enrolled in programs designed to provide students with entry-level job skills. LEAs provided vocational programs, services, and activities to a diverse student population. Table I-2 in Appendix C presents LEA enrollment figures by level of instruction and by sex and race.

During the 1990-91 school year, secondary and adult preparatory vocational programs were evaluated through the examination of program completer and employer survey results. LEAs surveyed 56,355 secondary program completers and 3,550 adult program completers. Of those surveyed, 87.62 percent of the secondary completers and 77.35 percent of the adult completers returned questionnaires indicating whether they were in the military, employed in a field related to training, employed in a field not related to training, pursuing additional education, unemployed, or not in the labor force. Only 4.77 percent of the secondary program completers in the survey were unemployed. At the secondary level, 62.48 percent of the completers available for employment were employed in a field related to their vocational training, earning an average wage of $5.28 per hour. At the adult level, 62.01 percent of the completers available for employment were employed in a field related to their training, earning an average wage of $6.79 per hour.

Employers of secondary and adult completers employed full time in a field related to training also were surveyed to evaluate completers' vocational training and job performance. A solid majority (78.3 percent) of the 14,282 employers surveyed returned questionnaires providing information about completers' technical knowledge, work attitude, work quality, relative preparation, and overall rating on a scale from "1" to "5." Findings indicated that employers gave former secondary vocational students an average overall rating score of 4.43 and former adult students an average overall rating score of 4.33.

RESULTS AND ACCOMPLISHMENTS OF EXPENDING SECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART A - VOCATIONAL EDUCATION OPPORTUNITIES

Title II, Part A - Vocational Education Opportunities, specifies that each state shall provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of, six groups of individuals: (1) handicapped individuals; (2) disadvantaged (including limited English proficient) individuals; (3) adults who are in need of training and retraining; (4) individuals who are single parents or homemakers, including pregnant women; (5) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and (6) criminal offenders who are serving in correctional institutions.

STUDENTS WITH HANDICAPS

Equal Access to Students with Handicaps. The local education agencies (LEAs) in Texas continued to progress, during the program year 1991, toward the goal of providing students with handicaps equal access to high quality vocational education programs, services, and activities in the least restrictive environment. Reported enrollment during program year 1991 showed a total of 55,287 handicapped secondary students enrolled in vocational education programs. During program year 1991, 48,147 (87.09 percent) students with handicaps were enrolled in mainstream programs, while 7,140 (12.91 percent) students with handicaps were enrolled in separate programs. (See Table I-3 in Appendix C.) A total of 18,785 students with handicaps were served in secondary consumer and homemaking education programs.

Students with handicaps had access to the full range of courses available in the state. Secondary students with handicaps were enrolled in 395 of the 538 (73.42 percent) secondary courses available in the state. Students with handicaps were enrolled in vocational education courses by major program area as follows: 83 of 114 courses in agriscience and agribusiness education, 16 of 27 courses in allied health education, 17 of 21 courses in office education, 1 of 17 courses in consumer and homemaking education, 18 of 18 courses in industrial technology education, 26 of 33 courses in marketing education, 35 of 42 courses in occupational home economics education, and 177 of 261 courses in trade and industrial education.

Coordination between Vocational Education and Special Education. The admission, review, and dismissal (ARD) committee, with representation from vocational education and special education, planned individual programs to ensure that students with handicaps enrolled in vocational education programs were served in the least restrictive environment. Administrators, special education and vocational education personnel, and parents worked together in the ARD meetings to develop individual educational plans (IEPs) to meet the unique characteristics and needs of each student. Texas Education Agency vocational monitoring teams visited 209 LEAs during program year 1991 and reviewed IEPs to verify that applicable state and federal regulations were followed for students with handicaps.

Vocational assessment has been required in Texas for students with handicaps since 1979. This assessment is administered prior to their entry into ninth grade. An Agency document entitled "Serving Special Needs Students in Vocational Education" was distributed to all vocational administrators and counselors in August 1985 and continued to be used during program year 1991. The document provides guidelines for a model process of vocational interest, aptitude, and work sample assessment. The "Vocational Assessment Handbook," which was based on the above guidelines and available for purchase through a state vocational curriculum center, was developed through program improvement funds and continues to be used as a valuable resource in vocational assessment activities.

Inservice training for practitioners has been provided in all 20 regional education service centers through a combination of federal vocational and special education funding. A technical assistance document, "Guidelines for Serving Special Needs Students in Vocational Education" was continued to be disseminated during program year 1991. The guidelines also contain

information on vocational assessment, along with special requirements and quality indicators for serving students with special needs in vocational education.

Students with handicaps were provided career development activities formally and informally by guidance personnel and by academic, special, and vocational teachers in counseling sessions and classroom settings. Career Investigation (CI) programs enrolled 771 students with handicaps during the program year. The CI programs primarily served seventh, eighth, and ninth grade students, providing them with broad exposure to the world of work and career opportunities in a variety of occupational fields. Students enrolled in job specific programs were provided specific career development information pertinent to their chosen occupational fields.

Transition from school to work was emphasized both at the state and local levels. Transitional services for students with handicaps continued to be a priority. A Memorandum of Understanding (MOU), required by S.B. 417, is being developed jointly by the Texas Education Agency, the Texas Rehabilitation Commission, and the Texas Department of Mental Health and Mental Retardation. This agreement will identify services to be provided by each agency, including vocational education instruction that will allow individuals with handicaps a smooth transition from the school environment to the work setting. The MOU has been adopted as a board rule by the State Board of Education.

"A Curriculum for Supported Employment" continues to be used in a state-funded vocational education course, Individualized Vocational Education (IVE), which supports transition for the students with severe handicaps. Vocationally certified teachers are provided a one-week workshop prior to teaching this course to allow them to implement the community-based supported employment concept and strategies to be used in working with students with severe handicaps.

Transition from school to post-school activities has been emphasized with the development of the "Texas Transition Model" and Volumes I and II of instructional materials. The model has assisted administrators and teachers to understand the process of transition. The curriculum is being used by vocational education personnel to provide instruction of transition skills for students with handicaps and for educationally disadvantaged students.

Career portfolios have been developed to identify transition skills needed by students with handicaps in the following areas: (1) employability skills, (2) work related social skills, (3) self-help/independent living skills, (4) generalizable skills (mathematics and communication), and (5) job specific skills. The portfolios will be used by school personnel to plan for appropriate instruction leading to transition from school to work.

The project "A Model Program for Students with Handicaps" developed a handbook entitled "Delivering Transition Skills to Special Populations Across the Curriculum." The handbook recommends instructional strategies related to transition skills to be taught in both academic and vocational education courses. The lesson plans are developed with instructional strategies listed for each of the transition skills identified by the project which developed a career portfolio for students with handicaps.

A federally funded personnel development project entitled "Inservice Education for Teachers who Teach Special Needs Students in Vocational Education" provided inservice training through teleconferencing. The project trained over 100 vocational teachers at locations in 10 regions in the state. The project found that such training was cost effective as well as instructionally effective for providing inservice to vocational education teachers.

The Vocational Special Needs Information Center continues to provide materials, a newsletter, and technical assistance to LEA personnel in the state. This project also hosts an annual statewide vocational special needs conference with an average attendance of approximately 600 per year.

Supplemental Services. Federal expenditures reported by LEAs were approximately $3,325,242 to pay for 50 percent of the costs of a support system of additional services, activities, or instructional materials that were essential for students with handicaps to participate in vocational education. Expenditures were allocated for the additional costs of instruction, the provision of additional student services, guidance and counseling activities, and vocational education program administration. Individual assessments of the vocational interests, aptitudes, and special needs were provided through the support system for each student served with these funds.

Students with handicaps were provided supplemental instructional, including tutorial instruction in basic academics as related to vocational competencies, pull-in programs using paraprofessionals in vocational classes to support special needs students, supplementary instruction in job seeking and keeping skills, and materials for self-paced instruction using computer hardware and software. Individualized audiovisual equipment and materials for repetitive and self-paced instruction, curriculum materials written at a lower reading level, textbooks and materials in large print or braille, tape recorders and tapes for nonreaders, and textbooks and materials recorded on tapes for students with physical and mental handicaps were also purchased by LEAs. The supplemental support has allowed increasing numbers of students with handicaps to be served by vocational education programs.

Additional student services for students with handicaps include services designed to ease the transition from school to post-school employment and career opportunities. Funds were allocated to provide adaptive devices for equipment used by students with physical handicaps and interpreter services for students with impaired hearing. Salaries were provided for substitute teachers which allowed teachers to attend the admission, review, and dismissal (ARD) committee meetings during which the individual education plans (IEPs) were developed. Resources were also used to provide program-related information to students with handicaps and their parents.

Counseling and guidance funds were expended in some LEAs for activities and services designed to improve, expand, and extend programs to meet the career development, decision-making, and employment needs of students with handicaps. Such expenditures included the cost of administration of the vocational aptitude and interest assessments and related assessment instruments, provision of specialized career counseling and guidance activities, and job placement activities. Additional funds were used by LEAs to pay the prorated share of administrators' salaries for time devoted to administering services and activi-

ties for students with handicaps, as well as for time spent conducting separate programs for these students.

LEAs developed and disseminated information about their vocational programs and services through mailings to and personal contacts with the parents of students with handicaps. Guidance counselors assisted in student recruitment efforts for all vocational programs in both individual and group settings.

State staff conducted 15 statewide and regional conferences for approximately 955 school personnel, assisting participating administrators and teachers cooperatively to provide supplemental services to special needs students. Five LEAs received on-site technical assistance visits, and approximately 750 technical assistance phone calls to LEAs were made.

DISADVANTAGED STUDENTS

The LEAs in Texas made strong efforts to meet the goal of providing educationally disadvantaged (excluding limited English proficient) students equal access to high quality vocational education programs, services, and activities during the program year 1991. The LEAs served a total of 277,547 disadvantaged (excluding limited English proficient) secondary students enrolled in vocational programs. More than 90 percent of the secondary disadvantaged students and all adult disadvantaged students were enrolled in mainstream programs. Less than 10 percent of the secondary disadvantaged students were enrolled in separate programs for the academically disadvantaged. A total of 99,504 disadvantaged students were served in secondary consumer and homemaking education programs.

Approximately $6,266,597 in federal expenditures were reported by the LEAs to pay for 50 percent of the additional services, activities, or materials essential for academically or economically disadvantaged students to participate in vocational education. Individual assessments of vocational interests, abilities, and special needs were administered to each disadvantaged student served with these funds. Expenditures were incurred for the additional costs of instruction, provision of student services, guidance and counseling activities, and vocational administration that were similar in nature to those methods mentioned above for the students with handicaps but were targeted instead to the disadvantaged. The provision of curriculum materials and other resources for remedial and repetitive instruction for students was an additional expense for educationally disadvantaged students.

A state priority continued to be the coordination of instruction in vocational classes and basic academic classes to ensure that concepts in each area were taught in a related manner. The previously developed model program designed to ensure effective coordination of instruction for academically disadvantaged students by vocational and general education teachers is being implemented by various LEAs. Applied language arts, math, and science instructional materials previously developed through program improvement funds continue to be used by academic teachers. The materials have been used with success, and academic teachers have begun to teach their concepts by relating their instruction to consumer and vocational activities.

An agency priority continues to be dropout prevention and retrieval of students who have dropped out of school. Vocational education has actively participated in state policy development in the area of serving at-risk students. The previously developed handbook, "Working Together to Support At-Risk Youth," continues to be a resource for personnel who work with at-risk students.

Basic Vocational Education (BVE), a course designed to support at-risk students at the ninth grade level and prepare them for entry into vocational education programs, completed its second full year of operation during the 1991 program year. Approximately 60 additional teachers participated in a required week-long workshop prior to teaching BVE. The "Basic Vocational Education" curriculum addresses vocational awareness, vocational counseling and guidance, self concepts, vocational exploration, functional academics, job gaining and keeping skills, work habits/relationships, and money management. The course design provides an opportunity for handicapped and disadvantaged students to become prepared for entry into other vocational courses through guidance, remedial instruction, and integration of academics and vocational education. State staff conducted numerous conferences, managed program improvement projects, and provided technical assistance to enable local vocational education personnel to better serve disadvantaged students.

Disadvantaged students gained access to the full spectrum of vocational education programs during 1991. Secondary disadvantaged students were enrolled in 512 of the 538 (95.17 percent) courses available in the state distributed by major program areas as follows: 109 of 114 courses in agriculture and agribusiness education, 23 of 27 courses in allied health education, 21 of 21 courses in business and office education, 17 of 17 courses in consumer and homemaking education, 18 of 18 courses in industrial technology education, 31 of 33 programs in marketing education, 42 of 42 courses in occupational home economics education, and 250 of 261 programs in trade and industrial education.

Academically disadvantaged students have benefitted from the supplemental instruction provided by support centers. Program improvement projects have assisted teachers in better serving these students by providing inservice training and developing materials which will assist students in the transition from school to work. Specialized curriculum and other materials are being used in support of academically disadvantaged students. State staff also managed program improvement projects in the areas of curriculum, program, and personnel development. One project developed curriculum and materials in support of at-risk students in grades seven and eight. One of the program improvement projects was a trainer of trainers project in support of a model program for serving at-risk students. The Vocational Information Center provided technical assistance to LEA personnel and was a resource for specialized materials available to LEA personnel.

LIMITED ENGLISH PROFICIENT STUDENTS

During program year 1991, continued efforts at the state and local levels were made to ensure that students with limited English proficiency (LEP) were provided equal access to high quality vocational education programs, services, and activities. Enrollment figures for vocational education programs show a total of limited English proficient secondary students were enrolled in the state. During the year, 23,642 (89.86 percent) limited English proficient students were enrolled in mainstream programs, while 2,667 (10.14 percent) limited English proficient students were enrolled in separate programs designed to serve academically disadvantaged students in vocational education (see Table I-3). A total of 9,866 limited English proficient students were served in secondary consumer and homemaking education programs.

The LEAs spent approximately $98,834 in federal funds to pay for 50 percent of the additional services, activities, or materials essential for LEP students to participate in vocational education. An assessment of individual vocational interests, abilities, and special needs were provided each such student served. LEAs expended funds to pay for the additional costs of instruction, the provision of student services, guidance and counseling activities, and vocational administration targeted to LEP students. Unique expenses for these students included teacher training addressing the needs of LEP students, curriculum materials in other languages, curriculum materials for students with low-level reading ability, special vocational assessment materials designed for LEP students, and bilingual interpreter services.

Bilingual vocational education teachers, English as a second language teachers, peer interpreters, and bilingual paraprofessionals were used by LEAs to provide needed supplemental assistance for limited English proficient students. Administrators and teachers continue to use the "LEP Handbook for Teachers" developed through program improvement funds to provide information on and strategies for serving the LEP student.

State and local level efforts continue to ensure that limited English proficient students have access to the full range of vocational programs in Texas. Data show that the LEP students were enrolled in 314 of the 538 courses offered in the state. The courses in which limited English proficient students elected to enroll were distributed across all major program areas as follows: 46 of 114 courses in agriculture and agribusiness education, 9 of 27 courses in allied health education, 17 of 21 courses in business and office education, 16 of 17 courses in consumer and homemaking education, 16 of 18 courses in industrial technology education, 20 of 33 courses in marketing education, 34 of 42 courses in occupational home economics education, and 154 of 261 courses in trade and industrial education.

RESULTS AND ACCOMPLISHMENTS OF EXPENDING SECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION

Title II, Part B - Vocational Education Program Improvement, Innovation, and Expansion provides a listing of numerous authorized activities that may be conducted by LEAs such as the development of new programs, expanded programs, improved career guidance, personnel development, curriculum development, and the purchase of equipment.

Fifty-one program improvement projects in the areas of personnel development, curriculum development, and related program development topics were conducted during the year. Prospective applicants were informed of the availability of project funds through the distribution of a document entitled *Requests for Application-Vocational Education Special Projects*. Applicants submitted 10 copies of each application to the Texas Education Agency document control center. The project coordinators selected review teams to review, evaluate, and rate each application. The review teams were comprised of persons from the Texas Education Agency and other state agencies. Applications were evaluated according to a scale with numerical point values assigned by each reviewer. All applications addressing a specific request for application were reviewed by the same review team. Applications that received the highest average ratings were approved for funding.

SECONDARY PROGRAM IMPROVEMENT PROJECTS

New, Expanded, and Dropped Programs

LEAs in Texas during program year 1991 expended approximately $12,799,950 in federal funds for a variety of program improvement activities. Federal expenditures represented approximately 42.9 percent of the reported cost of vocational program improvement, innovation, and expansion. During program year 1991, major vocational education curriculum changes were implemented to upgrade and improve vocational education in Texas.

New Programs

The following were developed and implemented:

1. Individualized Vocational Education - designed to provide individualized vocational instruction to severely handicapped students;

2. Basic Vocational Education - designed to provide mildly handicapped and educationally disadvantaged students with instruction to prepare them for entry into more advanced vocational education programs; and

3. Principles of Technology I and II - designed to provide instruction in applied physics.

Experimental and magnet school courses were approved in the following program areas:

Agricultural Science and Technology, 2 courses

Home Economics, 11 courses
Marketing Education, 3 courses
Health Occupations, 2 courses
Industrial Technology, 1 course
Office Education, 3 courses
Trade and Industrial Education, 20 courses

Vocational Student Organizations

Nine vocational student organizations in Texas, with a total membership of 158,864 individuals, performed a variety of activities that were integral to LEA instructional programs. These organizations hosted regional and state leadership contests based upon occupational skills learned in the classroom, laboratory, or cooperative training station; hosted guest speakers from related occupational fields; and conducted organized visits to work sites. In addition, these organizations fostered leadership development, public speaking skills, and community involvement activities for their members.

The membership figures for each student organization were as follows: Future Farmers of America (FFA), 53,462; Young Farmers of Texas (YFT), 1,196; Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), 35,945; Distributive Education Clubs of America (DECA), 12,981; Health Occupations Students of America (HOSA), 4,600; Technology Students Association (TSA), 6,061; Business Professionals of America (BPA), 16,472; Vocational Industrial Clubs of America (VICA), 17,222; and Vocational Opportunities Clubs of Texas (VOCT), 10,925.

Personnel Development Projects. Thirty-two personnel development projects were funded to provide inservice and preservice training designed to increase the competence of vocational education teachers, counselors, and administrators. A total of $838,357 in federal vocational funds were expended in support of these projects. Approximately 9,800 vocational personnel were served. Listed below are the specific projects funded:

1. "Vocational and General Education Personnel Training," Texas A&M University, $50,000.

2. "Personnel Training for Teachers of School Age Parents," Texas Tech University, $39,999.

3. "Career Development Counselor Institutes," East Texas State University, $35,000.

4. "Teacher Training for New Basic Vocational Education (BVE) and Individualized Vocational Education (IVE) Teachers," Texas A&M University, $24,999.

5. "Inservice Education for Teachers Who Teach Special Needs in Vocational Education," The University of Texas at Austin, $59,998.

6. "Personnel Training for Vocational Home Economics Teachers," Texas Tech University, $39,999.

7. "Institute for the Implementation of Industrial Technology," University of North Texas, $46,994.

8. "Professional Improvement Conferences for Industrial Technology Education Teachers," The University of Texas at Austin, $24,999.

9. "Secondary Office Education Teacher Preparation (Central and South)," Southwest Texas State University, $22,999.

10. "Secondary Office Education Teacher Preparation (Gulf Coast)," University of Houston, $23,000.

11. "Secondary Office Education Teacher Preparation (North)," East Texas State University, $22,960.

12. "Secondary Office Education Teacher Professional Improvement Conference," East Texas State University, $9,936.

13. "Secondary Office Education New Teachers Professional Improvement Conference," University of Houston, $10,000.

14. "Secondary Agricultural Science Teacher Certification Workshop in Agricultural Mechanics," Sam Houston State University, $14,989.

15. "Specialized Workshops on the New Agricultural Science and Technology Curriculum for Secondary Agricultural Science Teachers (Southeast Part of Texas)," Texas A&M University, $16,000.

16. "Specialized Workshops on the New Agricultural Science and Technology Curriculum for Secondary Agricultural Science Teachers (Northwest Part of Texas)," Texas Tech University, $16,000.

17. "Secondary Agricultural Science Inservice Training," Texas Tech University, $18,500.

18. "Secondary Health Occupations Education Teacher Professional Conference," The University of Texas at Austin, $9,000.

19. "Secondary Trade and Industrial Teacher Certification Activities in the North East Texas Area," East Texas State University, $13,300.

20. "Secondary Trade and Industrial Teacher Certification Activities in the North Texas Area," University of North Texas, $35,799.

21. "Secondary Trade and Industrial Teacher Certification Activities in the Austin, San Antonio, and Surrounding Area," Southwest Texas State University, $40,899.

22. "Secondary Trade and Industrial Teacher Certification Activities in the South Texas, Rio Grande Valley, El Paso, and Other Areas as Needed," Corpus Christi State University, $60,200.

23. "Secondary Trade and Industrial Teacher Certification Activities in the Southeast Texas Area," Prairie View A&M University, $20,599.

24. "Secondary Trade and Industrial Teacher Certification Activities in the Greater Houston Area," University of Houston, $24,200.

25. "Secondary Trade and Industrial Teachers Professional Improvement Workshops," Southwest Texas State University, $49,999.

26. "Secondary Marketing Education Teacher Education (Central)," Southwest Texas State University, $30,000.

27. "Secondary Marketing Education Teachers Summer Professional Improvement Conference," University of Houston, $10,499.

28. "Secondary Marketing Education Beginning Teachers Inservice Training," University of North Texas, $7,490.

29. "Vocational Guidance/Counseling Teacher Education in the Greater Central Texas Area," Southwest Texas State University, $29,000.

30. "Vocational Guidance/Counseling Teacher Education in the Greater Northeast Texas Area," University of North Texas, $17,000.

31. "Vocational Guidance/Counseling Teacher Education in the El Paso Area," Corpus Christi State University, $4,000.

32. "Vocational Guidance Programs and Vocational Administrators Professional Improvement Conferences and Vocational Administrators, Supervisors, and Counselors Mid-Winter Conferences," East Texas State University, $10,000.

Curriculum Development Projects. Fourteen curriculum development projects were funded to develop new vocational curricula, integrate the academic skills into existing vocational curricula, and to develop specialized curricula for special needs students. A total of $1,739,404 in federal vocational education funds were expended in support of these projects.

Listed below are the specific projects funded:

1. "Develop Instructional Modules Integrating Appropriate General Education and Vocational Education Essential Elements (for Trade and Industrial Education)," East Texas State University, $50,000.

2. "Develop Instructional Modules Integrating Appropriate General Education and Vocational Education Essential Elements (for Industrial Technology)," The University of Texas at Austin, $49,749.

3. "Develop Instructional Modules Integrating Appropriate General Education and Vocational Education Essential Elements (for Agricultural Science and Technology)," Texas Tech University, $49,891.

4. "Develop Instructional Modules Integrating Appropriate General Education and Vocational Education Essential Elements (for Office Education)," East Texas State University, $50,000.

5. "A Model Secondary/Postsecondary 2+2 Program to Prepare Students for Employment," Harlingen Consolidated Independent School District, $22,759.

6. "A Model Secondary/Postsecondary 2+2 Program to Prepare Students for Employment," Three Rivers Independent School District, $11,000.

7. "A Model Secondary/Postsecondary 2+2 Program to Prepare Students for Employment," Killeen Independent School District, $47,505.

8. "Curriculum Development for Trade and Industrial Education," Texas A&M University, $149,888.

9. "Instructional Materials for Agricultural Education," Texas A&M University, $184,999.

10. "Vocational Home Economics Education Curriculum Center," Texas Tech University, $200,000.

11. "Curriculum and Instructional Materials Development for Marketing Education, Health Occupations Education, Industrial Technology Education, and Trade and Industrial Education," The University of Texas at Austin, $480,839.

12. "Curriculum and Instructional Materials Development for Career Investigation, Office Education, and Trade and Industrial Education," East Texas State University, $375,294.

13. "Linking the Last Two Years of High School and the First Two Years of a Postsecondary Agriculture Technology - Continuation, Renewable Natural Resources," Daingerfield-Lone Star Independent School District, $50,000.

14. "Continuation of a Model Secondary/Postsecondary 2+2 Program to Prepare Students for Employment," Leander Independent School District, $17,480.

Program Development Projects. Five program development projects were funded for a total of $449,994. Listed below are the specific projects funded:

1. "Research and Development for Content in Life Skills Curriculum," Texas Tech University, $150,000.

2. "A Model Program for Students with Handicaps," University of North Texas, $74,999.

3. "Research and Development of Performance Standards for Selected Vocational Education Programs," The University of Texas at Austin, $99,995.

4. "A Model Career Placement Center Program," East Texas State University, $50,000.

5. "Vocational Special Needs (VSN) Information Center," Texas A&M University, $75,000.

GUIDANCE AND COUNSELING

Local Education Agencies

In order to provide quality and effective secondary education programs accessible to all students and to enable all students to make knowledgeable career and educational choices and decisions, three vocational guidance and counseling programs were available to Texas LEAs during the program year: Career Investigation, Vocational Guidance Counselors, and Career Center Job Placement Coordinators. LEAs reported approximately $2,485,488 in federal expenditures to pay for 50 percent of the costs to improve or expand these vocational/career guidance programs and their related activities. State administration of the vocational guidance programs was provided through the Vocational Education Programs Division.

Career Investigation is an elective seventh or eighth grade guidance instructional course designed to provide students with skills and knowledge in acquiring the lifelong learning skills necessary to make meaningful and informed career and educational choices. The Career Investigation course served 11,656 students during the program year. Funds were expended to expand and/or improve instructional equipment, including automated career information delivery systems.

The vocational counseling program in Texas emphasizes five essential program components in the delivery of vocational/career guidance programs: individual inventory through assessment of interests, aptitudes, and abilities; current occupational information which matches the student's individual inventory; guidance and counseling, through group and individual instruction, to assist all students in the vocational course selection most suited to the individual information and to the student's educational and career plan; placement in jobs, in continuing education, and/or in postsecondary training relevant to student completers and leavers. Funds were expended to provide vocational counselors with access to the information delivery system.

Career center job placement coordinators provided a 10-hour employability-skills development instructional program to vocational pre-employment laboratory students, maintained potential employer files, provided job and/or postsecondary training placement activities for graduating secondary vocational students, and conducted follow-up data collection on students placed through the job placement center. LEAs employed 11 placement coordinators to provide these vocational counseling support programs and activities.

Funds were expended to provide inservice professional development activities for 500 vocational/career guidance personnel prior to the beginning of the program year. Participants at the annual professional development conference were provided opportunities to improve their counseling and teaching strategies for meeting the needs of all students interested in career development planning and placement through vocational education programs. Emphasis was placed on serving students with special needs.

Through an interagency cooperative agreement between the Texas Education Agency and the Texas State Occupational Information Coordinating Committee (TSOICC), two ongoing career guidance activities conducted at the state level

had an impact on the delivery of occupational/career information to the local school districts. A toll-free career information hotline and on-site technical assistance through an educational specialist were provided to local education agencies. Usage of the toll-free career information hotline increased by 61% which represents 5,149 individual requests for career information. The State Occupational Information Coordinating Committee education specialist, through 91 separate presentations, provided occupational/career information to over 16,990 individuals. Technical assistance in the use of labor market information for improved career decision-making was delivered in a variety of settings and to individuals, groups, and organizations interested in utilizing such information. Over 162,444 pieces of information were distributed during the program year.

Additional access to career information was made available to the local education agencies through Region XX Education Service Center in San Antonio. Through mainframe dial-up access, an automated career information delivery system (CIDS), utilizing the guidance information system (GIS) format, was provided via a toll-free telephone number. Students were able to access desired information from several database files: occupational file, four-year college file, national and Texas financial aid information file, Texas occupational information file, and two-year college file. Approximately 110 sites took advantage of the mainframe access during the program year. When the education service center cut the number of available incoming telephone lines, a sharp decrease in the number of individual accesses occurred and may have been a contributing factor to the sharp increase in the number of toll-free inquiries.

ADULTS IN NEED OF TRAINING AND RETRAINING

During program year 1991, efforts continued at the state level to meet the goal of encouraging the development of programs of vocational instruction for adults in need of training or retraining. This goal was achieved by assisting 43 LEAs in the development, implementation, and operation of programs, services, and activities for 16,256 adult students in need of training and retraining. These adults fell into one or more of the following categories:

- individuals who graduated from or left high school and who needed additional vocational education training for entry into the labor force;
- individuals already in the labor market;
- unemployed individuals who required training to obtain employment or increase their employability;
- employed individuals who required training to retain their jobs or who needed training to update their skills to qualify for higher pay or more dependable employment;
- displaced homemakers and single heads of households who were entering or reentering the labor force;
- individuals who needed training for new employment opportunities or retraining in new skills required by changes in technology;

- workers 55 and older; and

- adults who also were receiving training under JTPA, Title III - Employment and Training Assistance for Dislocated Workers.

Funds provided under the Carl D. Perkins Vocational Education Act enabled the Texas Education Agency to assist LEAs in responding to local businesses and industries seeking assistance in dealing with: (1) plant openings, expansions, closings, market diversifications; (2) major layoffs; (3) worker dislocations; and (4) job preservation through quick-start and long-term training and retraining of workers. For example, funds were used to provide various types of education and training to accomplish the following:

- provide training and retraining for employed, unemployed, and dislocated workers at full-time training centers located in high population areas;

- computerized literacy training;

- training to upgrade computer and word processing skills;

- training of work force in high technology areas;

- training of sales clerks to operate a new computerized register system for huge retail corporations;

- retraining of blue collar workers for computer operations;

- training and retraining for employed and unemployed workers in the construction and maintenance of the fuselage for the aircraft industry with a customized curriculum;

- retraining opportunities for warehouse workers in a new computerized warehousing system; and

- coordination with agencies, i.e., Job Training Partnership Act (JTPA), Texas Employment Commission (TEC), and Department of Human Services, etc., to provide customized training to meet labor needs of communities.

LEAs expended approximately $1,111,109 in federal funds to pay for 50 percent of the costs for adult vocational education training and retraining. In the area of instruction, these costs were reported to include: the acquisition of state-of-the-art equipment; the modification or upgrading of equipment to meet current business and industry specifications; the acquisition of equipment to expand vocational education program offerings; travel expenses related to program improvement; the employment of teacher aides; conducting short-term laboratory courses to complement on-the-job training of students; the initiation of new adult vocational education programs; and the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote their entry into an area. In the area of guidance and counseling, costs included programs and services designed to allow students to: acquire self-assessment, career decision-making, and employability skills; make the transition from education and training to work; maintain and develop marketable job skills; and obtain and use financial assistance information for postsecondary vocational education. Funds were

also utilized to support necessary administration of the program and day care services for participating students.

Each LEA conducting adult vocational programs submitted funding applications that described how the programs, services, and activities for adults were coordinated with relevant programs conducted under the Job Training Partnership Act (JTPA) and the Adult Education Act. Texas Education Agency staff monitored these programs to ensure that coordination efforts were succeeding and that any duplication of effort was essential to meeting identified needs.

LEAs in Texas successfully used funds made available under state general revenue (Texas Education Code, Chapter 33) to pay for related instruction, supplementary instruction, and preparatory instruction in apprenticeship training programs. During the program year, 11 LEAs and two postsecondary institutions contracted with the Texas Education Agency to sponsor related instruction for 1,898 apprentices, supplementary instruction for 564 journeymen, and preparatory instruction for 87 apprentices. Total number of participants served with state general revenue funds was 2,549.

In addition, funds made available under Section 123 of the Job Training Partnership Act as well as state general revenue funds, were used by the Windham School System (Texas Department of Corrections) to provide apprenticeship-related instruction to 940 inmates.

SINGLE PARENTS AND HOMEMAKERS

During program year 1991, 9,002 single parents and homemakers were enrolled in secondary instructional programs provided by LEAs (see Table I-3). LEAs also directly served an additional 5,534 eligible single parents and homemakers through 57 federally funded projects sponsored by the Texas Education Agency. These individuals received a variety of direct services such as career guidance and counseling, day care for children, transportation, and summer school tuition. Approximately $2,108,342 in federal funds were expended during the year to support programs, services, and activities for single parents and homemakers. Funds were distributed by the request for application (RFA) process on a competitive basis. Because of the large size of the state, RFAs were divided into two categories: (1) small or rural schools defined as those having less than 5,000 students in average daily attendance in grades kindergarten through 12 and (2) medium and large size districts defined as those having 5,000 or more students in average daily attendance in grades kindergarten through 12.

All applications from LEAs for funds to support single parent/homemaker projects under the Carl D. Perkins Vocational Education Act contained evidence that a needs assessment had been conducted. The Texas Education Agency presented five models as examples of needs assessment procedures which would be acceptable: (1) community forums, (2) focused group discussion, (3) key informant approach, (4) survey research, and (5) social indicators.

Each potential applicant for these funds was instructed to use two different processes, including one or more of the aforementioned, in determining the needs of potential recipients. The results of the assessment became an integral part of the application for funding a single parent/homemaker project.

Each application submitted to the Texas Education Agency was reviewed and scored by a team of five evaluators. The scores were averaged to determine a composite score. The LEAs receiving the highest scores were awarded a contract to conduct a single parent/homemaker program. After the awards were made, the project recipients proceeded to carry out the objectives as approved in the application.

Each project was required to submit quarterly progress reports, and a final comprehensive report was required at the end of the fiscal year which listed numbers served, services delivered, and final outcomes.

The data for these reports were collected and compiled using material similar to the data collection kit of the national displaced homemakers network. The kit contained information and forms such as participant intake information, participant services rendered, program activity roster, participant outcomes, and summary of program activities for the year.

Thirty-seven medium and large sized districts were funded. A total of 4,715 single parents and homemakers were provided vocational education, support services (consisting of child care, transportation, summer school tuition, assessment, and counseling), basic literacy instruction, and job placement.

There was a total of 20 small and rural districts funded. A total of 819 single parents and homemakers from small and rural schools were provided vocational education, support services (consisting of child care, transportation, summer school tuition, assessment, and counseling), basic literacy instruction, and job placement. Many of these services were augmented by other agencies with similar responsibilities and focus.

The services that seemed to be the most needed were child care and transportation. An integral part of this process was a teacher/coordinator for the district. The teacher/coordinator arranged for students to be placed in vocational education programs to provide them with a marketable skill, arranged child care and transportation for these students, and connected them with other agencies, such as JTPA, Texas Department of Human Resources, and the county health department. Additionally, the teacher/coordinator conducted special classes for the single parents, visited or called them when they were absent, and coordinated their schedules and school activities with teachers and school administrators.

A list of projects is presented below with the titles, funding amounts, the name of the recipients, services provided, and the results of the projects.

1. Alvin Independent School District - $46,799

Thirty-one pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 20 were provided child care, 3 were provided transportation, and one was provided summer school tuition. Of the 31 students served in this high school setting, 4 completed vocational training and graduated from high school, 11 were placed on the job through cooperative education and the job placement office, 16 plan to re-enroll in high school and vocational education next year, 3 plan to continue vocational education at the postsecondary level, 13 dropped out of the program, and the remainder were served cooperatively with other agencies.

2. Arlington Independent School District - $48,980

One hundred twenty-seven pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 29 were provided child care, and 14 were provided transportation. Of the 127 students served in this high school setting, 16 completed vocational training and graduated from high school, 19 were placed on the job through cooperative education and the job placement office, 25 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary level, 13 dropped out of the program, and the remainder are of unknown status.

3. Birdville Independent School District - $50,000

One hundred one pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 27 were provided child care, 9 were provided transportation, and 5 were provided summer school tuition. Of the 101 students served in this high school setting, 21 completed vocational education and graduated from high school, 39 were placed on the job, 40 plan to re-enroll in high school and vocational education next year, 6 planned to continue vocational education at the postsecondary level, and the remainder dropped out of school or moved to other districts.

4. Bryan Independent School District - $50,000

One hundred twenty-six pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 30 were provided child care, 33 were provided transportation, and 16 were provided summer school tuition. Of the 126 students served in this high school setting, 7 completed vocational education and graduated from high school, 30 were placed on the job, 35 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary level, 11 dropped out of the program, and the remainder were served cooperatively with other agencies.

5. Canyon Independent School District - $40,203

Fifty-five pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 8 were provided child care, and 2 were provided transportation. Of the 55 students served in this high school setting, 11 completed vocational education and graduated from high school, 19 are working on the job, 10 plan to re-enroll in high school and vocational education next year, 3 plan to continue vocational education at the postsecondary level, 4 dropped out of the program, and the remainder are of unknown status.

6. Carrollton-Farmers Branch Independent School District - $49,303

Thirty-three pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 31 were provided child care, and 10 were provided transportation. Of the 33 students served in this high school setting, one completed vocational

education and graduated from high school, 18 are working on the job, 15 plan to re-enroll in high school and vocational education next year, 17 plan to continue vocational education at the postsecondary level, none dropped out of the program, and the remainder were served cooperatively with other agencies.

7. Cleburne Independent School District - $33,805

Fifty-four pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 7 were provided child care, 5 were provided transportation, and 5 were provided summer school tuition. Of the 34 students served in this setting, 3 completed vocational education and graduated from high school, 16 plan to re-enroll in high school and vocational education next year, 3 are working on the job, 7 dropped out of the program, and the remainder were served cooperatively with other agencies.

8. Dallas Independent School District - $23,175

Seventy-seven pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 16 were provided child care, 36 were provided transportation, and 21 were provided summer school tuition. Of the 77 students enrolled in this high school setting, 5 students are working on the job, 33 plan to re-enroll in high school and vocational education next year, 12 dropped out of the program, and the remainder were served cooperatively with other agencies.

9. Denton Independent School District - $48,982

Seventy-five pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 30 were provided child care, 31 were provided transportation, and 5 were provided summer school tuition. Of the 75 students served in this program, 6 completed vocational education and graduated from high school, 4 are working on the job, 10 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education at the postsecondary level, 5 dropped out of the program, and the remainder were served cooperatively with other agencies.

10. Dickinson Independent School District - $33,913

Eighty pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 27 were provided child care, 30 were provided transportation, and 4 were provided summer school tuition. Of the 80 students served in this high school setting, 2 completed vocational education and graduated from high school, 4 completed GED requirements, 11 are working on the job, 15 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education in postsecondary education, 11 are of unknown status, and the remainder were served cooperatively with other agencies.

11. Edgewood Independent School District - $40,271

Two hundred fifty-two pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 29 were provided child care, 26 were provided transportation, and 7 were provided

summer school tuition. Of the 252 students served in this high school setting, 31 completed vocational education and graduated from high school, 10 are working on the job, 70 plan to re-enroll in high school and vocational education next year, 62 dropped out of the program, and 19 of the remainder were served cooperatively with other agencies.

12. Edinburg Independent School District - $47,735

Ninety-seven pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 22 were provided child care, 16 were provided transportation, and 13 were provided summer school tuition. Of the 97 students served in this high school setting, 29 completed vocational education and graduated from high school, 15 are working on the job, 34 plan to re-enroll in high school and vocational education next year, 15 plan to continue vocational education in postsecondary education, 11 dropped out, and the remainder were served cooperatively with other agencies.

13. El Paso Independent School District - $37,470

One hundred fifteen pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 48 were provided child care, 20 were provided transportation, and 30 were provided summer school tuition. Of the 115 students served in this high school setting, 18 completed vocational education and graduated from high school, 15 plan to re-enroll in high school and vocational education next year, 40 plan to continue vocational education at the postsecondary level, 20 dropped out of the program, and the remainder were served cooperatively with other agencies.

14. Fort Bend Independent School District - $50,000

Sixty pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, and 14 were provided child care. Of the 60 students served in this secondary setting, 6 completed vocational education and graduated from high school, 9 were placed on the job, 6 plan to reenter high school and vocational education next year, 2 plan to continue vocational education at the postsecondary level, 2 dropped out of the program, and the remainder were served cooperatively with other agencies.

15. Fort Worth Independent School District - $46,380

One hundred eighty-five pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 4 were provided child care, 10 were provided transportation, 185 were given the career ability placement survey (CAPS), and 11 were provided summer school tuition. Of the 185 students served in this high school setting, 54 completed vocational education and graduated from high school, one completed GED requirements, 35 students are working on the job, 83 plan to reenter high school and vocational education next year, 41 plan to continue vocational education at the postsecondary level, and 6 dropped out of the program. The remainder were served cooperatively with other agencies.

16. Gainesville Independent School District - $49,090

One hundred three pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 26 were provided child care, 28 were provided transportation, and 8 were provided summer school tuition. Of the 103 students served in this high school setting, 15 completed vocational education and graduated from high school, 3 completed GED requirements, 21 are working on the job, 29 plan to reenter high school and vocational education next year, 15 plan to continue vocational education at the postsecondary level, 10 dropped out of the program, 3 are of unknown status, and the remainder were served cooperatively with other agencies.

17. Galena Park Independent School District - $8,558

Forty pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 33 were provided child care, 33 were provided transportation, and 5 were provided summer school tuition. Of the 40 students served in this high school setting, 7 completed vocational education and graduated from high school, 3 completed GED requirements, 14 are working on the job, 19 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education in postsecondary education, and the remainder were served cooperatively with other agencies.

18. Galveston Independent School District - $39,776

Fifty-seven pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 21 students were provided child care, 14 were provided transportation, and 3 were provided summer school tuition. Of the 57 students served in this high school setting, 14 completed vocational education and graduated from high school, 14 have been placed on the job, 7 plan to reenter high school and vocational education next year, 8 plan to continue vocational education at the postsecondary level, 3 dropped out of the program, and the remainder were served cooperatively with other agencies.

19. Lewisville Independent School District - $39,309

Forty-nine pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 16 students were provided child care, 7 were provided transportation, and 6 were provided summer school tuition. Of the 49 students served in this high school setting, 9 completed vocational education and graduated from high school, 7 have been placed on the job, 9 plan to reenter high school and vocational education next year, one plans to continue vocational education at the postsecondary level, none dropped out of the program, and the remainder were served cooperatively with other agencies.

20. Longview Independent School District - $38,486

Sixty-three pregnant students and single parents were served in this secondary program. All students were enrolled in vocational education, 30 students were provided child care, 25 were provided transportation, and 12 were provided summer school tuition. Of the 63 students served in this high school setting,

9 completed vocational education and graduated from high school, one completed GED requirements, 5 have been placed on the job, 39 plan to reenter high school and vocational education next year, 5 plan to continue vocational education at the postsecondary level, and the remainder were served cooperatively with other agencies.

21. McAllen Independent School District - $46,331

One hundred thirty pregnant students and single parents were served in this high school program. All were enrolled in vocational education, 90 were provided child care, 32 were provided transportation, and 40 were provided summer school tuition. Of the 130 students served in this high school setting, 28 completed vocational education and graduated from high school, 6 completed GED requirements, 68 are working on the job, 57 plan to reenter high school and vocational education next year, 20 plan to continue vocational education in postsecondary education, 6 dropped out of the program, and the remainder are served cooperatively with other agencies.

22. Mansfield Independent School District - $49,413

Fifty-one pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 5 were provided child care, 3 were provided transportation, and 5 were provided summer school tuition. Of the 51 students served in this high school setting, 17 completed vocational education and graduated from high school, 10 are working on the job, 17 plan to re-enroll in high school and vocational education next year, one plans to continue vocational education in postsecondary education, 3 students dropped out of the program, and the remainder were served cooperatively with other agencies.

23. Mesquite Independent School District - $25,295

Ninety-three pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 24 were provided child care, and 4 were provided summer school tuition. Of the 93 students served in this high school setting, 5 completed vocational education and graduated from high school, one completed GED requirements, 7 are working on the job, 10 plan to re-enroll in high school and vocational education next year, 3 plan to continue vocational education in postsecondary education, 4 students dropped out of the program, 4 are of unknown status, and the remainder were served cooperatively with other agencies.

24. Nacogdoches Independent School District - $50,000

Seventy-two pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 31 were provided child care, 15 were provided transportation, and 6 were provided summer school tuition. Of the 72 students served in this high school setting, 18 completed vocational education and graduated from high school, 57 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education in postsecondary education, 6 dropped out of the program and moved out of the district, and the remainder are of unknown status.

25. North East Independent School District - $50,000

Two hundred ninety-one pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 41 were provided child care, 47 were provided transportation, and 15 were provided summer school tuition. Of the 291 students served in this high school setting, 60 completed vocational education and graduated from high school, 2 completed GED requirements, 66 are on the job working, 146 plan to reenter high school and vocational education next year, 22 plan to continue vocational education in postsecondary education, 14 dropped out of the program, and the remainder are of unknown status.

26. North Forest Independent School District - $49,095

Forty pregnant students and single parents were served by this project. All were enrolled in vocational education, 28 were provided child care, 28 were provided transportation, and 5 were provided summer school tuition. Of the 40 students served in this high school setting, 4 completed vocational education and graduated from high school, 22 plan to re-enroll in high school and vocational education next year, one plans to continue vocational education in postsecondary education, 7 dropped out of the program, one is of unknown status, and the remainder were served cooperatively with other agencies.

27. Northside Independent School District - $49,389

Four hundred ten pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 113 were provided child care, 238 were provided transportation, and 35 were provided summer school tuition. Of the 410 students served in this high school setting, 70 completed vocational education and graduated from high school, 33 completed GED requirements, 142 are working on the job, 164 plan to re-enroll in high school and vocational education next year, 58 plan to continue vocational education in postsecondary education next year, and the remainder were served cooperatively with other agencies. This project provided a teacher/coordinator that assembled many other cooperating agencies to make these student contacts possible.

28. Pharr-San Juan-Alamo Independent School District - $12,458

One hundred seventy-four pregnant students and single parents were served by this project. All were enrolled in vocational education, 36 were provided child care, 129 were provided transportation, and 32 were provided summer school tuition. Of the 174 students served in this high school setting, 22 completed vocational education and graduated from high school, 9 are working on the job, 25 plan to re-enroll in high school and vocational education next year, 35 dropped out of the program, 5 are of unknown status, and the remainder were served cooperatively with other agencies.

29. Plano Independent School District - $49,351

Fifty-six pregnant students and single parents were served in this secondary education program. All were enrolled in vocational education, 26 were provided child care, 2 were provided transportation, and 2 were provided summer school tuition. Of the 56 students served in this high school setting, 15

completed vocational education and graduated from high school, one completed GED requirements, 24 are working on the job, 6 plan to reenter high school and vocational education next year, 2 plan to continue vocational education in postsecondary education, 2 students dropped out of the program, and the remainder are of unknown status.

30. Round Rock Independent School District - $45,563

Forty-seven pregnant students and single parents were served by this secondary education project. All students were enrolled in vocational education, 21 were provided child care, and 8 were provided summer school tuition. Of the 47 students served in this high school setting, 17 were placed on the job, 6 plan to reenter high school and vocational education next year, 5 plan to continue vocational education in postsecondary education, 6 dropped out of the program, and the remainder are of unknown status.

31. San Marcos Independent School District - $49,411

One hundred twenty-eight pregnant students and single parents were served in this secondary education program. All were enrolled in vocational education, 60 were provided child care, 97 were provided transportation, and 31 were provided summer school tuition. Of the 128 students served in this high school setting, 21 completed vocational education and graduated from high school, 2 completed GED requirements, 39 are working on the job, 50 plan to reenter high school and vocational education next year, 9 plan to continue vocational education in postsecondary education next year, and the remainder dropped out or moved from the district. The teacher/coordinator provided by this project worked cooperatively with other agencies.

32. Seguin Independent School District - $48,268

Three hundred ninety-two pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 54 were provided child care, 31 were provided transportation, and 26 were provided summer school tuition. Of the 392 students served in this high school setting, 21 completed vocational education and graduated from high school, 5 completed GED requirements, 97 are working on the job, 13 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education in postsecondary education, 23 dropped out of the program, and the remainder were served cooperatively with other agencies.

33. Socorro Independent School District - $39,673

Twenty-nine pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 8 were provided child care, 12 were provided transportation, and 10 were provided summer school tuition. Of the 29 students served in this high school setting, one is working on the job, 8 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education in postsecondary education, 17 dropped out of the program, and the remainder were served cooperatively with other agencies.

34. Spring Independent School District - $49,628

Four hundred ninety-two pregnant students and single parents were served by this secondary education project. All students were enrolled in vocational education, 22 were provided child care, and 22 were provided transportation. Of the 492 students served in this high school setting, 16 completed vocational education and graduated from high school, 2 completed GED requirements, 24 have been placed on the job, 20 plan to reenter high school and re-enroll in vocational education next year, 10 plan to continue vocational education in postsecondary education, 3 dropped out of the program, and the remainder were served cooperatively with other agencies.

35. Spring Branch Independent School District - $50,000

One hundred twenty pregnant students and single parents were served by this secondary education program. All students were enrolled in vocational education, 21 were provided child care, 21 were provided student transportation, and two were provided summer school tuition. Of the 120 students served in this high school setting, 8 completed vocational education and graduated from high school, one completed GED requirements, 10 are working on the job, 15 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education in postsecondary education next year, 2 dropped out or are of unknown status, and the remainder were served cooperatively with other agencies.

36. Victoria Independent School District - $46,188

One hundred one pregnant students and single parents were served by this secondary education program. All were enrolled in vocational education, 11 were provided child care, 9 were provided transportation, and 30 were provided summer school tuition. Of the 101 students served in this high school setting, 17 completed vocational education and graduated from high school, one completed GED requirements, 4 are working on the job, 12 plan to re-enroll in high school and vocational education next year, 6 plan to continue vocational education in postsecondary education next year, 7 dropped out, and the remainder were served cooperatively with other agencies.

37. Wichita Falls Independent School District - $46,054

Four hundred nine pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 44 were provided child care, 21 were provided transportation, and 27 were provided summer school tuition. Of the 409 students served in this high school setting, 24 completed vocational education and graduated from high school, one completed GED requirements, 23 were placed on the job, 76 plan to reenter high school and vocational education next year, 14 plan to continue vocational education in postsecondary education next year, 3 dropped out of the program, and the remainder were served cooperatively with other agencies.

38. Azle Independent School District - $24,256

Thirty pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 10 were provided child care, 8 were provided transportation, and 4 were provided summer school tuition. Of the 30 students served in this high school setting, 6 completed vocational education and graduated from high school, 6 completed GED requirements, 18 are working on the job, 8 plan to re-enroll in high school and vocational education next year, 7 plan to continue vocational education in postsecondary education, and the remainder were served cooperatively with other agencies.

39. Bastrop Independent School District - $17,742

Twenty-four pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 17 were provided child care, and 12 were provided transportation. Of the 24 students served in this high school setting, 10 completed vocational education and graduated from high school, 13 are working on the job, 8 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education in postsecondary education, and the remainder were served cooperatively with other agencies.

40. Del Valle Independent School District - $24,997

Twenty-seven pregnant students and single parents were served by this secondary program. All were enrolled in vocational education, 12 were provided child care, 10 were provided transportation, and 18 were provided summer school tuition. Of the 27 students served in this high school setting, 5 completed vocational education and graduated from high school, 12 are working on the job, 22 plan to re-enroll in high school and vocational education next year, 4 plan to continue vocational education in postsecondary education, and the remainder were served cooperatively with other agencies.

41. Eagle Mountain-Saginaw Independent School District - $16,288

Twenty pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 3 were provided child care, 2 were provided transportation, and 2 were provided summer school tuition. Of the 20 students served in this high school setting, 3 completed vocational education and graduated from high school, 4 are working on the job, one plans to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary level, 2 dropped out of the program, and the remainder are of unknown status.

42. Ellis County Cooperative - $113,271

This project has worked very cooperatively with JTPA and the County Health Department; in fact, the project received the Governor's Excellence Award. There were 70 students served. Of this number, 68 were provided child care and 52 were provided transportation. With the help of JTPA, 13 students were placed on the job. There was a total of 17 students graduated from high school and vocational education. Fifty-three plan to return to high school

and vocational education next year, and 4 plan to return to continue their vocational training in postsecondary education. Only 3 students dropped out of the program and school all year. The remainder were served cooperatively with other agencies.

43. Flour Bluff Independent School District - $20,313

Thirty-four pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 8 were provided child care, 8 were provided transportation, and 5 were provided summer school tuition. Of the 34 students served in this high school setting, 4 completed vocational education and graduated from high school, 9 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education at the postsecondary level, 2 dropped out of the program, and the remainder are of unknown status.

44. Freer Independent School District - $11,856

Seven pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 4 were provided child care, and 4 were provided transportation. Of the 7 students served in this high school setting, 3 completed vocational education and graduated from high school, 4 are working on the job, 2 plan to re-enroll in high school and vocational education next year, 3 plan to continue vocational education at the postsecondary level, and the remainder dropped out of the program.

45. Hardin Independent School District - $17,937

Fourteen pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 5 were provided child care, and 5 were provided transportation. Of the 14 students served in this high school setting, one completed vocational education and graduated from high school, one is working on the job, 2 plan to re-enroll in high school and vocational education next year, one plans to continue vocational education at the postsecondary level, 5 dropped out of the program, and the remaining are of unknown status.

46. Hart Independent School District - $23,605

Twenty-three pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 2 were provided child care. Of the 23 students served in this high school setting, one completed vocational education and graduated from high school, 4 are working on the job, 8 plan to re-enroll in high school and vocational education next year, one plans to continue vocational education at the postsecondary level, and the remainder were served cooperatively with other agencies.

47. Hays Consolidated Independent School District - $21,948

Thirty-seven pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 10 were provided child care, 13 were provided transportation, and 5 were provided summer school tuition. Of the 37 students served in this high school setting, 11 completed vocational education and graduated from high school, one com-

pleted GED requirements, 7 are working on the job, 5 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education at the postsecondary level, 5 dropped out of the program, and the remainder were served cooperatively with other agencies.

48. Hereford Independent School District - $21,544

Forty-six pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 20 were provided child care, and 21 were provided transportation. Of the 46 students served in this high school setting, 2 completed vocational education and graduated from high school, 5 are working on the job, 4 plan to re-enroll in high school and vocational education next year, 5 dropped out of the program, and the remainder were served cooperatively with other agencies.

49. Hitchcock Independent School District - $21,706

Ten pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 10 were provided child care, 5 were provided transportation, and one was provided summer school tuition. Of the 10 students served in this high school setting, 2 completed vocational education and graduated from high school, 3 are working on the job, 8 plan to re-enroll in high school and vocational education next year, and the remainder were served cooperatively with other agencies.

50. Kilgore Independent School District - $24,997

Seventy-nine pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 28 were provided child care, 2 were provided transportation, and 3 were provided summer school tuition. Of the 79 students served in this high school setting, 3 completed vocational education and graduated from high school, 2 completed GED requirements, 5 are working on the job, 28 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary education level, 7 dropped out of the program, and the remainder were served cooperatively with other agencies.

51. Lockhart Independent School District - $18,602

Seventy-seven pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 35 were provided child care, 50 were provided transportation, and 7 were provided summer school tuition. Of the 77 students served in this high school setting, 5 completed vocational education and graduated from high school, 9 completed GED requirements, 9 are working on the job, 13 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary education level, 11 dropped out of the program, and the remainder were served cooperatively with other agencies.

52. Mineral Wells Independent School District - $11,257

Thirty-two pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 9 were provided child care, 8 were provided transportation, and one was provided summer school tuition. Of the 32 students served in this high school setting, 2 completed vocational education and graduated from high school, 4 are working on the job, 7 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education at the postsecondary education level, one dropped out of the program, and the remainder were served cooperatively with other agencies.

53. Northeast Texas Community College - $45,664

One hundred nineteen pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 6 were provided child care, 4 were provided transportation, and 6 were provided summer school tuition. Of the 102 students served in this high school setting, 19 completed vocational education and graduated from high school, 10 are working on the job, 52 plan to re-enroll in high school and vocational education next year, 15 plan to continue vocational education at the postsecondary education level, 5 dropped out of the program, 28 are of unknown status, and the remainder were served cooperatively with other agencies. This is a cooperative project involving Northeast Texas Community College and four rural and small school districts: Mt. Pleasant Independent School District, Pewitt Independent School District, Pittsburg Independent School District, and Daingerfield Independent School District. There was a total of 119 served by this project. This project depicts how cooperating agencies can work together for the benefit of all students. The itinerant teacher/coordinator was scheduled one day each week into the high school of each of the four cooperating districts. The teacher/coordinator's services were supported by a repositioned employment specialist provided by the Texas Employment Commission (TEC) at no cost to the project. The employment specialist went to each high school and met with the students as a group to present pre-employment skills, labor market information, and career planning. She also explained the JTPA program and gave each student the appropriate application forms to receive services. The teacher/coordinator assessed students using the Career Occupational Preference System (COPS) to discover where their interests were in the career clusters. Following the interpretation of the test results by the teacher/coordinator, the employment specialist met individually with each student to complete a TEC work application and to discuss employment opportunities. Job interviews were arranged for students seeking employment. Follow-up was conducted with each student to see that she/he actually interviewed and whether or not the student had been fired. These follow-up activities continued through the month of June.

54. Paris Independent School District - $17,649

Forty-eight pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 22 were provided child care, and 26 were provided transportation. Of the 48 students served in this high school setting, 17 completed vocational education and graduated from high school, 5 are working on the job, 31 plan to re-enroll in high school and vocational education next year, 8 plan to continue vocational education at the

postsecondary education level, and the remainder were served cooperatively with other agencies.

55. Santa Fe Independent School District - $17,185

Twenty-nine pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 3 were provided child care, and one was provided summer school tuition. Of the 29 students served in this high school setting, 7 completed vocational education and graduated from high school, one completed GED requirements, 7 are working on the job, 10 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary education level, one dropped out of the program, and the remainder were served cooperatively with other agencies.

56. Spur Independent School District - $24,375

Seven pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, and 5 were provided transportation. Of the 7 students served in this high school setting, 2 completed vocational education and graduated from high school, 2 are working on the job, 3 plan to re-enroll in high school and vocational education next year, 2 plan to continue vocational education at the postsecondary education level, and none dropped out of the program.

57. Waxahachie Independent School District - $24,649

Eighty-six pregnant students and single parents were served by this secondary program. All students were enrolled in vocational education, 62 were provided child care, 64 were provided transportation, and 2 were provided summer school tuition. Of the 86 students served in this high school setting, 15 completed vocational education and graduated from high school, one completed GED requirements, 26 are working on the job, 51 plan to re-enroll in high school and vocational education next year, 5 plan to continue vocational education at the postsecondary education level, 9 dropped out of the program, and the remainder were served cooperatively with other agencies.

SEX EQUITY IN VOCATIONAL EDUCATION

After completing a pilot program to place vocational education sex equity specialists in the state's 20 regional education service centers (ESCs), projects were expanded to all 20 ESCs. The 20 regional sex equity specialists placed in all ESCs were brought to a central location at the beginning of each year for an intensive one and one-half day workshop. Updated materials, video cassettes, and model workshops were distributed to all participants.

A statewide dissemination conference was held in April for the implementers of single parents and displaced homemakers projects and elimination of sex bias and stereotyping projects. Educators and representatives of government, business, and industry were also invited. The announcement of the conference was mailed with the agenda, registration forms, and other pertinent information. It was also featured in the state sex equity newsletter. The local education agencies were urged to send their single parents and displaced

homemaker project teacher/coordinators, sex equity specialists, and other appropriate persons to the conference.

State staff provided technical assistance to local education agencies and other interested business, industry, and educational entities. Technical assistance was routinely provided throughout the state upon request, often by telephone. Vocational education compliance monitoring teams provided technical assistance as needed. The vocational education equity administrator functions as a member of some of these teams. Presentations were made by the vocational education equity administrator to certification and graduate classes at universities throughout the state. The administrator also made presentations at workshops for counselors, vocational education supervisors and administrators, and various other vocational education program and professional improvement conferences for other interested individuals.

Each sex equity project established an advisory committee made up of members from business, industry, education, and other agencies. Additionally, the sex equity administrator made presentations to clubs and organizations, state agencies, and various private sector groups. Materials promoting nontraditional vocational education and the elimination of sexism were distributed. A list of the projects for program year 1991 is presented below, giving the titles, funding amounts, names of the recipients, and a synopsis of each project.

1. Region I Education Service Center, Edinburg - $54,164

A full-time sex equity specialist works in this regional education service center to eliminate sex bias and stereotyping and to encourage student enrollment in nontraditional careers. This education service center is located in the extreme southern tip of Texas bordering Mexico, and it serves 38 independent school districts. There was a total of 1,528 secondary students contacted; 638 teachers, 419 administrators, and 5,250 others were served through the lending library with books, video cassettes, and other materials. Approximately 2,691 personal contacts were made.

2. Region II Education Service Center, Corpus Christi - $54,628

This regional education service center is located in the southeastern part of the state bordering the Gulf of Mexico. A regional vocational education sex equity specialist works with the 44 independent school districts within this region. During this year, 884 student contacts were made; 567 teachers and 3,984 others were served through the materials and lending library. Approximately 1,601 total contacts were made.

3. Region III Education Service Center, Victoria - $48,334

All of the 41 school districts within the region were visited by the sex equity specialist during this project year. The purpose of these visits was to explain the function of the sex equity specialist to school administrators, to schedule student presentations, and to generate interest in the project that would lead to the elimination of sex bias and stereotyping in the schools. During the year, 135 presentations were delivered to 2,468 students and 595 teachers. Topics included career awareness, life planning, women in history, and nontraditional career choices. Five inservice workshops were

presented to teachers, counselors, and administrators during the year. One objective of each of these workshops was to expand the participants' awareness of the effects of sex-role stereotyping and to increase the participants' sex-affirmative behaviors in the classroom. A second objective of all workshops was to provide assistance to the districts with assessment, recruitment, and placement of students into nontraditional vocational education programs. A lending library is in place for use by the 41 school districts in this region. Videos were requested, many books were distributed, and 1,732 pieces of printed information were disseminated. There were approximately 3,340 total contacts made.

4. Region IV Education Service Center, Houston - $54,626

This region consists of 56 independent school districts located in a major metropolitan area of the southeastern part of the state. A regional advisory committee was organized which is composed of representatives from business, industry, nontraditional workers, local vocational education program administrators, postsecondary institutions, and governmental agencies. Staff development designed to eliminate sex bias and stereotyping was carried out for teachers, counselors, and administrators. Information was distributed to vocational students and potential vocational students to inform them about nontraditional occupations and to eliminate sex bias and stereotyping. A library of video cassettes, films, books, and other materials is in place. A catalog of holdings is assembled and is distributed throughout the region. Approximately 3,381 total contacts were made by this project plus 2,609 through videos and materials.

5. Region V Education Service Center, Beaumont - $53,580

An advisory committee was selected composed of representatives from labor, business, industry, and education to give advice and guidance to the project. Staff development to teachers, counselors, and administrators was provided through workshops and campus visits. Students were provided information on nontraditional occupations using brochures, single and multi-class workshops, and video cassettes. A lending library consisting of books, periodicals, posters, video cassettes, and curriculum which emphasizes the advantages of nontraditional occupations was developed. A total of 20,000 contacts including 3,375 students, 378 teachers, and 134 administrators was made this year.

6. Region VI Education Service Center, Huntsville - $54,628

Two very successful projects in the region have contributed to the awareness of equity and nontraditional jobs. The regional equity newsletter entitled, "Equal Images for Vocational Education," published three issues consisting of 2,300 copies each. The second project was a contest to recognize the nontraditional student of the year. Both of these activities have spotlighted students enrolled in vocational education pursuing a marketable skill. All 59 independent school districts in the region were visited by the regional equity specialist. Additionally, she made 5,007 student contacts and 1,785 teacher contacts. Sixteen thousand one hundred twenty materials and 227 video tapes were distributed. These materials consisted of career planning for a marketable skill, problems encountered in pursuing a nontraditional job, problems encountered in attaining educational goals, and problems encountered in on-the-job training. There were approximately 24,280 total contacts made.

7. Region VII Education Service Center, Kilgore - $54,298

Area businesses and organizations have been contacted to gather information that is used in classroom student presentations. This helps the sex equity specialist, who is a professional counselor, serve as a bridge between the world of work and the student. She has made a total of 10,202 contacts which involved 28 school districts, 7,663 students, 1,168 teachers, 833 administrators, and various postsecondary institutions. There was a total of 744 video tapes, information packets, and other materials related to sex bias/stereotyping, and nontraditional occupations distributed throughout the region.

8. Region VIII Education Service Center, Mt. Pleasant - $53,092

During the 1990-91 school year, the Region VIII vocational equity project served 41 secondary schools and 3 postsecondary institutions by delivering 60 student presentations, 9 teacher/counselor/administrator workshops, and 9 postsecondary seminars. In addition, over 130 on-site visits were made to provide technical assistance to teachers, counselors, and administrators in the region. Over 15,000 materials were either mailed out or loaned to further create an awareness of equity in vocational education. Highlights of the year included a presentation on the benefit of nontraditional careers to over 600 students at the state Future Farmers of America leadership convention. Additionally, presentations were made at both the state vocational administrators and the state vocational guidance conferences, the state health occupations conference, and a presentation at the national convention for the National Coalition for Sex Equity in Education (N.C.S.E.E.). In end-of-the-year evaluations sent to all vocational directors, counselors, and superintendents in the region, the project received an overall average of 4.38 on a scale of 1-5 (1 being "no benefit" and 5 being "very beneficial"). This project was evaluated as one of the top projects at the regional service center for the second straight year.

9. Region IX Education Service Center, Wichita Falls - $53,103

The vocational education sex equity specialist distributed 2,285 pieces of materials to this region of 40 independent school districts. The material consisted of videotapes, resource bank materials catalogs, books, texts, brochures, career information packets, handouts, and newsletters. Contacts were made to 316 superintendents, 1,060 teachers, and 50 counselors to promote use of the services of the program, provide technical assistance, arrange for program briefings, and schedule student presentations. Visits were made to area schools, and 266 student contacts were made. The ESC equity specialist compiled a Texas directory of "People in Nontraditional Careers." The directory was distributed to all participants attending the state vocational education equity conference in April. There were approximately 1,868 total contacts made.

10. Region X Education Service Center, Richardson - $54,074

The vocational equity program at Region X conducted many exciting events during the 1990-91 school year. The "Expanding Your Horizons in Math and Science Conference" drew over 200 junior high school females who spent a day with female role models who worked in various math and science careers. The vocational equity resource library was also very successful. It was utilized by over 250 teachers, counselors, and administrators. The "Nontraditional Vocational Student of the Year Award Program" received a great amount of attention in the region. Over 40 students competed at the region level, and the male Region X winner was a state finalist. Student presentations and staff development presentations were very well received. In fact, many teachers and administrators have already scheduled presentations for the 1991-92 school year.

11. Region XI Education Service Center, Fort Worth - $49,165

The Region XI Education Service Center is located in the north central part of Texas with over 309,000 students in 78 school districts. One of the programs administered through the special programs department of the education service center is the sex equity program. The purpose of the sex equity program is to provide technical assistance, through inservice training and dissemination of materials, to local education agency personnel, community leaders, and parents in the 10-county region. One of the goals of the program is to increase the number of students taking nontraditional courses and to prepare for careers in the present-day work force. This year 4,830 students, 221 teachers, 317 counselors, and 494 administrators were contacted, and an additional 2,300 students were served through videotapes, information packets, and other materials.

12. Region XII Education Service Center, Waco - $53,269

This region is located in central Texas and consists of 78 independent school districts and 25 private schools. For the most part, the school districts are small with an enrollment of less than 1,000 students. Every school district in the region has been contacted by correspondence, by telephone, or in person to explain the purpose of the program and to plan future visits and presentations with students and teachers. There have been 3,339 personal contacts made throughout the region to carry out activities designed to eliminate sex bias and stereotyping in secondary level vocational education programs and to encourage student enrollment in nontraditional vocational education courses. An additional 3,339 students were served with videotapes, information packets, and other materials.

13. Region XIII Education Service Center, Austin - $54,614

This is the second year of the vocational equity project in Region XIII which covers 15 counties and 59 independent school districts in central Texas. Most of the school districts served are small, and students are very interested in equity issues and in planning for future careers that pay well. As we continue with regional planning in Texas, the vocational equity issues and the services to schools and vocational programs are becoming much more important to educators at all levels. The nontraditional student of the year contest has become much more widely known, and students from numerous school districts

now participate. The emphasis on females, particularly teen parents, entering nontraditional vocational classes and careers, is also becoming much more important to students. There were 1,436 students, 212 teachers, 275 counselors, and 469 administrators contacted, and an additional 2,392 students were served with videos, information packets, posters, and other materials.

14. Regional XIV Education Service Center, Abilene - $48,982

Two special activities were held in this region, comprised of 47 independent school districts, to make students, teachers, and administrators aware of sex bias and stereotyping and the importance of nontraditional occupations. One was a career day that was conducted in the local convention center, and the other was a regional poster contest for nontraditional occupations. In addition, many printed materials, video cassettes and books were distributed to districts making requests from the education service center's recently established sex equity library. There were 2,680 student contacts, 518 teacher contacts, and 111 administrator contacts for a total of 3,369.

15. Region XV Education Service Center, San Angelo - $54,628

This region established a regional vocational education equity newsletter entitled "OUTLOOK," participated in the outstanding nontraditional student of the year contest, and had 4,774 personal contacts through presentations and special inservice. A lending library is available to the 46 small and rural schools located in the south central part of the state. There were approximately 5,820 total contacts made with the lending library.

16. Region XVI Education Service Center, Amarillo - $53,617

The project at Region XVI ESC has completed its second year of implementation. The teacher/coordinator sex equity specialist has attended all inservice sessions offered by the Texas Education Agency and numerous other continuing education programs. Every one of the 60 school districts has been contacted several times during each quarter. Special presentations were made to a total of 3,625 students. Technical assistance and training were provided for 172 teachers. The equity specialist has worked closely with projects to train women for nontraditional jobs including the Women's Coalition for Change. The specialist is also a member of the Panhandle Work Force Committee, the regional planning organization. An extensive library has been purchased, and a catalog and circulation system has been planned and initiated. There were approximately 4,584 contacts made in education this year.

17. Region XVII Education Service Center, Lubbock - $54,084

The vocational education equity program of the education service center, Region XVII, provided programs, resources, and services for 3,667 students, teachers, counselors, and administrators this year. The 168 classroom presentations made were on topics such as "Jobs and Careers for the 90s and Beyond," "Where Do I Go from Here?" (career decision-making), and "You Don't Have to Fit the Mold to Make the Dough" (nontraditional careers). The 14 programs for teachers and other school personnel covered the areas of the effects of bias and stereotyping, gender fair teaching practices, gender fair language and nontraditional careers. The vocational education equity newsletter, CONNECTIONS, kept teachers, counselors, and administrators informed of program ac-

tivities, resources, and services. Materials from the resource library served 11,697 students in the region. Presenting programs to and working with vocational agriculture and home economics student teachers were great opportunities to help them become more aware of gender fair teaching practices in the classroom. For future reference, they now know that they may call upon the services of the program in any part of the state. The equity specialist serves as a member of the South Plains Quality Work Force Unlimited Regional Planning Committee and has provided a great opportunity to work with individuals from business and industry, private industry councils, colleges and universities, as well as local school districts.

18. Region XVIII Education Service Center, Midland - $50,975

The progress and success of the sex equity project in Region XVIII have doubled in the past year. Staff development conferences for teachers, counselors, and administrators were held during inservice, prior to the beginning of the 1990-91 school year, to familiarize educators with the purpose and objectives of the sex equity project. The "Cinderella Doesn't Live Here" presentation was widely successful and accepted throughout the region. The 55-minute classroom talk is designed to eliminate sex bias and stereotyping in vocational education, occupational and career goal setting, and opportunities in nontraditional occupations. Book covers, pocket folders, and brochures were designed and printed to correspond with the presentation. These materials were distributed to all vocational students, teachers, counselors, and administrators. For the first time, videos and films designed to meet the needs and objectives of the project were available through the lending library. The advisory committee grew in number and diversity allowing a greater link between school and community. There were 2,347 students, 2,907 teachers, 425 counselors, and 340 administrators contacted, and 25,000 pieces of materials and video cassettes distributed.

19. Region XIX Education Service Center, El Paso - $53,516

The Region XIX equity specialist served 27,347 students in 13 school districts through classroom presentations and distributions of videotapes and printed materials. A total of 3,672 teachers, counselors, and administrators were contacted during the year. One equity newsletter and an equity teacher's calendar were printed and distributed to education professionals in public, private, and postsecondary schools throughout the region. The equity program, along with other educational institutions and community agencies, co-sponsored a "Young Families Conference" for pregnant and parenting teens which was attended by 150 females and 50 males. Inservice education was provided to 237 teachers, aides, and at-risk coordinators and to the staff of five community agencies. Agencies coordinating with the equity program to provide career information to local students include the private industry council, El Paso Community College, Ft. Bliss Federal Women's Programs, Department of Human Resources, Sun Valley Hospital, Y.W.C.A., Texas Agricultural Extension Service, Job Corps, El Paso City Council, Regional Planning Cooperative, The University of Texas - El Paso, and the Texas Employment Commission.

20. Region XX Education Service Center, San Antonio - $54,628

The Region XX Education Service Center sex equity project located in south Texas provides direct and support services to 51 independent school districts

in a 14-county area encompassing approximately 16,000 square miles and includes nearly 269,000 school children. The primary purpose of this project is to provide preparatory services and vocational education programs, services, and activities which will enable participants to support themselves and their families. Staff development workshops were conducted for 621 teachers, 42 counselors, and 174 administrators designed to eliminate sex bias and stereotyping. Classroom presentations on goal setting, marketable skills, and nontraditional occupations were presented to 3,192 students to assist them in achieving their educational and vocational goals. A current lending library of supplemental resources was used by school personnel and students. A parent involvement model was implemented to inform parents on techniques to best encourage their children to take more math and science in school and to promote nontraditional career options. Close coordination with UniForce, the Alamo Quality Work Force Planning Committee, enabled the project to keep teachers, students, and parents informed regarding job openings in the area as well as emerging occupations. A one-day "Young Families in the 90s" forum was held to assist 300 single teen parents in the region in exploring available career options and opportunities.

Project Funded to Enhance Sex Equity Communications. A project in the amount of $45,859, entitled "Communications and Activities to Eliminate Sex Bias and Stereotyping on a Statewide Basis," was contracted to the Ysleta Independent School District in El Paso, Texas. A statewide dissemination conference for the elimination of sex bias/stereotyping and single parents and displaced homemakers project recipients was planned. The project advisory board attended and evaluated the conference as highly successful. The project also developed and operated a statewide dissemination system to eliminate sex bias and sex stereotyping in vocational education. Quarterly and final reports document the activities of this system. The project published four issues of a newsletter to promote sex equity in vocational education. This publication, the Texas VOICE, was submitted to the vocational equity administrator at the Texas Education Agency for approval before dissemination. Under the guidance of the TEA equity administrator, the project also developed and tested a classroom monitoring instrument that was used as a guide to eliminate sex bias and stereotyping in the classroom. The project overall made 53,250 contacts with students, teachers, counselors, vocational administrators, and the general public.

CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS

In program year 1991, a total of 13,468 individuals participated in vocational education programs and activities conducted by the two major state agencies responsible for criminal offenders serving in correctional institutions: the Texas Youth Commission and the Texas Department of Corrections. These agencies reported $469,805 in federal vocational education expenditures for the program year. Six campus sites operated by the Texas Youth Commission served 2,968 individuals at the secondary level, and 24 units of the Texas Department of Corrections served 10,500 adults. The names and addresses of these campus sites and units located throughout the state are listed below.

The Texas Department of Corrections conducted vocational programs for criminal offenders at the following units:

BETO I
P. O. Box 128
Tennessee Colony, TX 75861

BETO I SPECIAL SCHOOL
P. O. Box 128
Tennessee Colony, TX 75861

BETO II
Route 2, Box 250
Palestine, TX 75801

CENTRAL
One Circle Drive
Sugar Land, TX 77478

CLEMENS
Route 1, Box 1077
Brazoria, TX 77422

COFFIELD
Route 1, Box 150
Tennessee Colony, TX 75861

DARRINGTON
Route 3, Box 59
Rosharon, TX 77583

EASTHAM
P. O. Box 16
Lovelady, TX 75851

ELLIS I
Route 11
Huntsville, TX 77343

ELLIS II
Route 6
Huntsville, TX 77340

FERGUSON
Route 2, Box 20
Midway, TX 75852

GATESVILLE
1401 State School Rd.
Gatesville, TX 76599

GOREE
P. O. Box 38
Huntsville, TX 77344

HILLTOP
1500 State School Rd.
Gatesville, TX 76598

HUNTSVILLE
P. O. Box 99
Huntsville, TX 77340

JESTER III
Route 2
Richmond, TX 77469

MOUNTAIN VIEW
P. O. Box 800
Gatesville, TX 76528

PACK I
Route 3, Box 300
Navasota, TX 77868

PACK II
Route 1, Box 1000
Navasota, TX 77868

RAMSEY I
Route 4, Box 1100
Rosharon, TX 77583

RAMSEY II
Route 4, Box 1200
Rosharon, TX 77583

RAMSEY III
Route 4, Box 1300
Rosharon, TX 77583

RETRIEVE
Route 4, Box 1500
Angleton, TX 77515

WYNNE
Route 1, Box 1
Huntsville, TX 77349

The Texas Youth Commission conducted vocational programs for juvenile offenders at the following six campus sites:

Brownwood State School
P. O. Box 1267
Brownwood, TX 76804

Corsicana State Home
P. O. Box 610
Corsicana, TX 75110

Crockett State School
P. O. Box 411
Crockett, TX 75835

Gainesville State School
P. O. Box 677
Gainesville, TX 76240

Giddings State School
P. O. Box 600
Giddings, TX 78942

West Texas Children's Home
P. O. Box 415
Pyote, TX 79777

The Texas Youth Commission provided vocational education in the following major program areas: agriculture and agribusiness education, business and office education, consumer and homemaking education, industrial technology education, occupational home economics education, occupational orientation and prevocational education, and trade and industrial education.

The Texas Department of Corrections provided vocational education in the following major program areas: agriculture and agribusiness education, allied health education, business and office education, consumer and homemaking education, marketing education, occupational home economics education, and trade and industrial education.

RESULTS AND ACCOMPLISHMENTS OF EXPENDING FUNDS UNDER TITLE III, PART A - STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS

During program year 1991, 26 vocational education support programs by community-based organizations were begun that served 6,267 students. Approximately $913,220 in federal funds were expended to support these programs. All LEAs in Texas were informed about the availability of federal funds to conduct such programs.

Program activities included, but were not limited to, the following: (1) outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training; (2) transitional services such as attitudinal and motivational prevocational training programs; (3) prevocational education preparation and basic skills development conducted in cooperation with business concerns; (4) special prevocational preparation programs targeted to inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty needing special prevocational education programs; (5) career intern programs; (6) assessment of students' needs in relation to vocational education and jobs; (7) guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

A synopsis of each program follows:

1. Location of Project:

Brownsville, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

League of United Latin American Citizens

Local Education Agency:

Brownsville ISD

Contact Person:

Arturo McDonald, Assistant Superintendent
for Adult Continuing Education
ACE Learning Center
1625 Price Road
Brownsville, TX 78521

Telephone:

(512) 546-2433

Contract Amount:

$29,788

Populations Served/Services Provided:

The program served 111 adults who were economically most disadvantaged and educationally most deprived. All adults served successfully completed the program. These adults received vocational counseling and instruction in pre-employment skills such as job search, applications, interviews, and personal grooming.

2. Location of Project:

Brownwood, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Central Texas MH/MR Center
Texas Department of Human Services
Housing Authority of the City of Brownwood
Anglo Support Group (ACT)
United Neighbors Involved to Improve
Hispanic Community Youth Support Group
Texas Employment Commission
West Central Texas Council of Governments
Texas Rehabilitation Commission

Local Education Agency:

Brownwood ISD

Contact Person:

Tommy Horner, Vocational Director
Brownwood Independent School District
P. O. Box 730
Brownwood, TX 76801

Telephone:

(915) 643-5644

Contract Amount:

$30,000

Populations Served/Services Provided:

The project served 320 potential school dropouts, economically and educationally disadvantaged youth, ages 16 through 21; 14 dropouts were

re-enrolled in school and 7 received diplomas. All students received vocational counseling and vocational orientation in coordination with area businesses and industry.

3. Location of Project:

Bryan, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Brazos Valley Community Action Agency

Local Education Agency:

Bryan ISD

Contact Person:

Mike Kristenick, Vocational Administrator
Bryan Independent School District
101 North Texas Avenue
Bryan, TX 77802

Telephone:

(409) 361-5200

Contract Amount:

$13,240

Populations Served/Services Provided:

The project served 251 educationally and financially disadvantaged youth in grades 9-12. These students received classroom instruction in vocational/career options, basic academic remediation, and job proficiencies, as well as on-the-job placement during the summer months.

4. Location of Project:

Burnet, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Williamson-Burnet County Opportunity, Inc.

Local Education Agency:

Burnet Consolidated ISD

Contact Person:

Mary Gurno, Assistant Superintendent,
Curriculum and Instruction
308 East Brier
Burnet, TX 78611

Telephone:

(512) 756-2124

Contract Amount:

$30,000

Populations Served/Services Provided:

Twenty at-risk high school students were served each semester. The students received direction in their educational and occupational choices through interest/ability assessment, guidance and counseling, prevocational instruction, and vocational training at area businesses.

5. Location of Project:

Corpus Christi, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

League of United Latin American Citizens
Corpus Christi Area Council for the Deaf
Communities in Schools
City of Corpus Christi
Zavala Service Center

Local Education Agency:

Corpus Christi ISD

Contact Person:

Sylvia Hinojosa, Director
of Office of Vocational Education
P. O. Drawer 110
Corpus Christi, TX 78403

Telephone:

(512) 886-9053

Contract Amount:

$50,000

Populations Served/Services Provided:

This project served 821 at-risk youth and hard-to-serve adults ages 16 to 21. These individuals were vocationally assessed and received information about vocational and academic training opportunities.

6. Location of Project:

Austin, Texas

Funding Period:

7/14/90-6/30/91

Community-Based Organization:

Goodwill Industries

Local Education Agency:

Eanes ISD

Contact Person:

Katie V. Navine
Director of Rehabilitation
Goodwill Industries of Central Texas
300 N. Lamar
Austin, TX 78703

Telephone:

(512) 472-6224

Contract Amount:

$30,000

Populations Served/Services Provided:

Seven students from the Balcones Special Services Co-op received training in work adjustment, personal-social adjustment, and food service skills.

7. Location of Project:

El Paso, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Tigua Indian Council
Upper Rio Grande Private Industry Council, Inc.

Local Education Agency:

El Paso ISD

Contact Person:

C. G. Michel
Assistant Superintendent
Vocational Education
El Paso Independent School District
6531 Boeing
El Paso, TX 79925

Telephone:

(915) 779-4093

Contract Amount:

$50,000

Populations Served/Services Provided:

This project provided occupational and academic assessment to 409 disadvantaged youth through outreach, assessment of educational/career plans, and job readiness. CBO support services such as transportation, child care, and medical support services were also provided. Occupational orientation was provided by the assessment center.

8. Location of Project:

Galveston, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Family Center of Galveston County

Local Education Agency:

Galveston ISD

Contact Person:

Hayden McDaniel
Director, Vocational Education
P. O. Box 660
Galveston, TX 77553

Telephone:

(409) 766-5749

Contract Amount:

$35,000

Populations Served/Services Provided:

This program worked with 248 JTPA-eligible potential dropouts in providing employment information and career counseling. Work experience sites were identified for students who met the standards for working.

9. Location of Project:

Houston, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Communities in Schools

Local Education Agency:

Houston ISD

Contact Person:

Larry Marshall
Occupational and Continuing Education
3830 Richmond Avenue
Houston, TX 77027

Telephone:

(713) 892-6779

Contract Amount:

$36,000

Populations Served/Services Provided:

This project worked with 166 economically and educationally disadvantaged inner-city youth 16-21 years of age in providing vocational counseling, pre-employment skills training, and academic remediation.

10. Location of Project:

San Antonio, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Bexar County Opportunities Industrialization Center

Local Education Agency:

San Antonio ISD

Contact Person:

Marie Maddox, Director
Practical Arts
141 Lavaca Street
San Antonio, TX 78210

Telephone:

(512) 296-9213

Contract Amount:

$49,933

Populations Served/Services Provided:

This project provided outreach and recruitment to 166 JTPA-eligible urban, out-of-school youth in San Antonio in career exploration, career counseling, transitional support services, and placement for JTPA-funded skills training, vocational training, for employment.

11. Location of Project:

Dallas, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Dallas Opportunities Industrialization Center

Local Education Agency:

Wilmer-Hutchins ISD

Contact Person:

Azel L. Tipps
Director, Vocational Education

Telephone:

(214) 225-7347

Wilmer-Hutchins Independent
School District
3820 E. Illinois Avenue
Dallas, TX 75216

Contract Amount:

$50,000

Populations Served/Services Provided:

This project provided 67 inner-city, high school dropouts with vocational assessment, basic skills training, vocational education, job search, placement, and high school completion. The students were from Wilmer-Hutchins Independent School District, and 60 percent were high school dropouts.

12. Location of Project:

Austin, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Austin Area Urban League
School-to-Work Transition Project

Local Education Agency:

Austin ISD

Contact Person:

Ann Cunningham
Grants Administrator
Austin Independent School
District
5555 North Lamar, Building H
Austin, TX 78751

Telephone:

(512) 458-1291

Contract Amount:

$48,419

Populations Served/Services Provided:

The program served 160 students who were educationally disadvantaged. These students were at risk and provided dropout prevention services, vocational assessment and counseling services, and a demonstration of the relevance between what students must learn at school and their future career.

13. Location of Project:

Dickinson, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Family Services Center

Local Education Agency:

Dickinson ISD

Contact Person:

Dr. Bill Borgers, Superintendent
Dickinson Independent
School District
Drawer 2
Dickinson, TX 77539

Telephone:

(713) 534-3581

Contract Amount:

$37,724

Populations Served/Services Provided:

This program served 118 potential dropout students in providing vocational counseling, remedial education in basic skills, job skills, and work site development and placement.

14. Location of Project:

Hitchcock, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Family Services of Galveston County

Local Education Agency:

Hitchcock ISD

Contact Person:

Jane Ankney
Vocational Administrator
Hitchcock Independent School District
8117 Highway 6
Hitchcock, TX 77563

Telephone:

(409) 986-5639

Contract Amount:

$21,076

Populations Served/Services Provided:

This project provided 110 economically and educationally disadvantaged students with vocational career counseling and work experience sites. Ninety-three students completed the training.

15. Location of Project:

San Antonio, Texas

Funding Period:

7/26/90-6/30/91

Community-Based Organization:

United Way of Bexar County and San Antonio

Local Education Agency:

North East ISD

Contact Person:

Arline Patterson
Community Education Director
North East Independent School District
10333 Broadway
San Antonio, TX 78217

Telephone:

(512) 657-8866

Contract Amount:

$50,000

Populations Served/Services Provided:

This project provided 825 economically and educationally disadvantaged dropout students with outreach and recovery services, assessment and counseling, pre-employment skills training, and prevocational transitional services into vocational training.

16. Location of Project:

Austin, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Central East Austin Community Organization

Local Education Agency:

Austin ISD

Contact Person:

Suzanne L. Sinkin-Morris
LBJ High School
7309 Lazy Creek
Austin, TX 78724

Telephone:

(512) 928-0380

Contract Amount:

$27,410

Populations Served/Services Provided:

The Austin ISD in coordination with Central East Austin Community Organization provided a prevocational program to 161 students.

17. Location of Project:

Dallas, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Students Targeting Adult Responsibility (S.T.A.R.) Community Organization

Local Education Agency:

Dallas ISD

Contact Person:

Dr. Patricia Johnson
Executive Director
State & Federal Program
Dallas ISD
3700 Ross Avenue
Dallas, TX 75204

Telephone:

(214) 426-3234

Contract Amount:

$50,000

Populations Served/Services Provided:

Dallas ISD and the S.T.A.R. Community Organization provided job awareness, peer counseling and vocational seminars, and on-site observation of vocational institutions. Approximately 138 students participated.

18. Location of Project:

San Antonio, Texas

Funding Period:

9/6/90-6/30/91

Community-Based Organization:

YWCA
Southwest Winners
San Antonio Human Resources Dept.
Catholic Family & Children Services
St. Phillips College
San Antonio Metropolitan Health Dist.

Local Education Agency:

Northside ISD

Contact Person:

Dr. Martha Mead
Director of Community Education
Northside ISD
5900 Evers Road
San Antonio, TX 78238

Telephone:

(512) 647-2265

Contract Amount:

$50,000

Populations Served/Services Provided:

The Northside ISD attempted to interdict their school dropout problem and joined with CBOs to establish "Project Second Chance." They provide 326 adults with prevocational training, basic skills development, guidance and counseling, and referral services.

19. Location of Project:

Weatherford, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Palo Pinto Community Service Corp.

Local Education Agency:

Weatherford ISD

Contact Person:

Jane Westbrook, Director
Community Education
Weatherford ISD
P. O. Drawer N
Weatherford, TX 76086

Telephone:

(817) 598-2806

Contract Amount:

$38,449

Populations Served/Services Provided:

Weatherford ISD, in cooperation with Palo Pinto Community Service Corporation and JTPA, provided expended outreach services, prevocational counseling, and basic skills development to 65 individuals meeting economic and educational guidelines for JTPA. The attempt was to reach the at-risk population.

20. Location of Project:

Fort Worth, Texas

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

United Way

Local Education Agency:

Birdville ISD

Contact Person:

Dr. Henry L. Burgoon
Vocational Director
Birdville ISD
6125 East Belknap Street
Fort Worth, TX 76117

Telephone:

(817) 831-5725

Populations Served/Services Provided:

Birdville ISD in cooperation with first call for help: United Way provided a dropout recovery program for dropouts and high-risk youth. A total of 475 students were served.

21. Location of Project:

Amarillo, TX

Funding Period:

7/17/90-6/30/91

Community-Based Organization:

Panhandle Community Services

Local Education Agency:

Region XVI ESC

Contact Person:

Mr. James L. Holmes
Executive Director
P. O. Box 30600
Amarillo, TX 79120

Telephone:

(806) 376-5521

Populations Served/Services Provided:

The Region XVI Education Service Center in cooperation with Panhandle Community Services (CBO) implemented a dropout prevention and recovery program including vocational testing, assessment, counseling, and guidance to students in selected school districts in the Texas Panhandle. A total of 80 individuals were served.

22. Location of Project:

Sherman ISD

Funding Period:

4/10/91-6/30/91

Community-Based Organization:

Goodwill Industries
of Northeast Texas

Local Education Agency:

Sherman ISD

Contact Person:

Telephone:

Dr. Mike McDougal, Superintendent
Sherman ISD
P. O. Box 1156
Sherman, TX 75091

(903) 892-9115

Populations Served/Services Provided:

Sherman ISD in coordination with a community-based organization (Goodwill Industries of Northeast Texas) provided vocational assessments for 21 Grayson County handicapped students. The test results enabled these students to seek appropriate job training and employment. A total of 15 students were served.

23. Location of Project:

Funding Period:

Pampa, Texas

7/1/90-6/30/91

Community-Based Organization:

Local Education Agency:

Panhandle Community Services

Pampa ISD

Contact Person:

Telephone:

Dr. Dawson R. Orr, Superintendent
Pampa ISD
321 West Albert
Pampa, TX 79065

(806) 665-2376

Populations Served/Services Provided:

The Pampa ISD in coordination with the Panhandle Community Services (CBO) provided assessment for career planning, counseling, job preparation training, and transitional services for at-risk students. A total of 61 students were served.

24. Location of Project:

Funding Period:

Greenville, TX

7/1/90-6/30/91

Community-Based Organization:

Local Education Agency:

County Alternative School
Area Learning and Training Council

Greenville ISD

Contact Person:

Telephone:

Dr. Mike Cardwell
Assistant Superintendent
Greenville ISD
P. O. Box 1022
Greenville, TX 75401

(214) 457-2500

Populations Served/Services Provided:

The Greenville ISD in coordination of the County Alternative School (CBO) Area Learning and Training Advancement Council conducted a program of vocational assessment, diagnostic and counseling services, and instruction to actively compete in the job market for 120 disadvantaged students.

25. Location of Project:

Beaumont, TX

Funding Period:

7/26/90-6/30/91

Community-Based Organization:

Apprenticeship and Training Associate of Texas

Local Education Agency:

Beaumont ISD

Contact Person:

Joe Winston, Director
Career Technology Department
2330 North Street
Beaumont, TX 77702

Telephone:

(409) 835-6554

Populations Served/Services Provided:

Beaumont ISD in coordination with the Apprenticeship and Training Association of Texas provided outreach programs to facilitate the entrance of at-risk youth and hard-to-serve adults ages 16-21 into transitional services such as attitudinal and motivational prevocational training programs and subsequent entrance into vocational education, employment, apprenticeship, and other education and training within the Sabine area. A total of 197 students were served.

26. Location of Project:

Sweetwater, TX
Hobbs, TX

Funding Period:

7/1/90-6/30/91

Community-Based Organization:

Hobbs Alternative Education Center

Local Education Agency:

Sweetwater ISD

Contact Person:

Dr. David Welch, Superintendent
Sweetwater ISD
207 Muskgrove Street
Sweetwater, TX 79550

Telephone:

(915) 235-8601

Populations Served/Services Provided:

The Sweetwater ISD in coordination with the Hobbs Alternative Education Center provided approximately 830 at-risk and dropout students (16-21) at

an alternative site for students from Nolan, Fisher, Scurry, and Mitchell counties.

RESULTS AND ACCOMPLISHMENTS OF EXPENDING FUNDS UNDER TITLE III, PART B - CONSUMER AND HOMEMAKING EDUCATION

The new standards adopted and set forth in State Board of Education rules are in concert with the regulations required by the Carl D. Perkins Education Act. These standards prescribe increased flexibility for students to address short-term training needs. Courses now provide knowledge and skills for home economics careers that could lead to secondary education job specific courses, postsecondary programs, and/or higher education.

Approximately 218,876 students were enrolled in vocational home economics in 1990-91. The enrollment represented a nine percent increase over the prior year. This includes an enrollment in consumer and homemaking education (CHE) of 200,562 and occupational home economics education (OHE) of 18,142. The percent of male enrollment within consumer and homemaking courses increased to 34 percent, and the male enrollment in occupational home economics courses was up to 33 percent. Of the total number of students who are parents reported enrolled in secondary vocational programs, 1,006 (50 percent increase over PY 1989-90) were served through CHE in experimental courses for parenting for school-age parents, and others were served through other CHE courses. Services provided to students who are parents are described within the Achievement section of this report.

Directives provided through the rules adopted by the State Board of Education and the Carl D. Perkins Vocational Education Act served as a catalyst and guide for program improvement and emphasis. The following information is the result of the federal support of approximately $2,377,930.

Achievements in Consumer and Homemaking Programs and Support Services in Depressed and Non-Depressed Areas

Local Education Agencies. Instructional costs included the acquisition of equipment to improve CHE instruction for student mastery, the acquisition of new curriculum materials and teaching aids, and the modification or upgrade of equipment to meet current educational needs of students. LEAs reported funds were used to provide professional development relating to the new courses and program objectives. Instructional costs also improved instruction related to managing individual and family resources, understanding the interrelationship between one's family life and employment--the effect home life has on a person's employment effectiveness and productivity and the effects of the work environment on one's success in family life; making wise consumer choices; managing home and work responsibilities; improving responses to individual and family crises; providing education for parenthood; strengthening parenting skills for school-age parents; increasing knowledge and skills in the area of child development and care; assisting aged and handicapped individuals; improving nutrition; and applying CHE skills to jobs and careers; applying

academic skills; and promoting critical thinking skills through the vocational home economics education program.

Guidance and counseling costs were reported for activities designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of CHE students and potential students. Student services costs included community outreach programs designed to meet the needs of underserved populations. Costs for salaries of teacher aides and their travel to inservice training were expended for the purpose of student improvement and program accomplishment for the academically disadvantaged, school-age parents, handicapped, and limited English proficient (LEP) students.

Secondary and adult CHE enrollments in economically depressed areas, as defined by the U.S. Department of Commerce Economic Development Administration county listing, were greater than enrollments reported from economically non-depressed areas. (See Table I-4.)

The state requires that instructional personnel determine their local program goals and priorities. At the end of the year, LEAs reported the extent to which their goals and priorities had been achieved. Six major criteria are identified around which the local personnel from both economically depressed and economically non-depressed areas center their goals. The identified criteria are: (1) improving, expanding, and updating programs; (2) providing services and activities to meet the special needs of the handicapped, disadvantaged, LEP, and adults in need of training or retraining; (3) eliminating sex bias and stereotyping; (4) applying basic academic skills in classroom, laboratory, and on-the-job training activities; (5) emphasizing the effects of family life on job performance and the effects of work on family life; and (6) addressing local, state, and national priorities and emerging concerns.

LEAs reported meeting many goals centered around the criteria of improvings, expanding, and updating instruction by revising curriculum. LEAs reported purchasing state-of-the-art equipment for student use; purchasing teaching aids for technical information and application of academic skills; and establishing a better linkage between postsecondary, business/industry, and community groups. LEAs reported that postsecondary institutions had awarded credit to students who successfully completed secondary training in child care and food service. LEAs reported beginning articulation projects with postsecondary institutions in the areas of hospitality services, food service, and child care. Many LEAs reported more involvement of community resources in instruction. Advisory committee members were involved in instruction, curriculum development, program evaluation, teacher evaluation, and student evaluation. The advisory committee members also supported the youth leadership efforts through the Texas Association of the Future Homemakers of America, Inc. LEAs reported cooperative efforts and collaboration with business and industry in initiatives such as "Adopt a Department," "Partners in Education," and cooperative activities emphasizing the relationship between the workplace place (paid employment) and the home place (unpaid employment).

Many LEAs continued to report an increased emphasis on applying the academic skills of communication, computation, and science in CHE and OHE courses. The state has a test on academic knowledge and skills that students must pass prior to graduation; teachers continued to report that they were incorporating

the principles involved in the test within the CHE content. A significant number of teachers reported strategies being used to develop and foster critical thinking skills.

The reports of the student's occupational experience projects as well as the local chapters of the vocational student organization, Texas Future Homemakers of America, which are both an extension of the instructional program, indicated an increase in projects dealing with outreach programs such as those for abused children, elderly, school-age parents, nutrition, and the incarcerated. There was an increased emphasis on using the occupational experience projects for remediation purposes. In the economically depressed areas, more emphasis was placed upon parental involvement with the student's schooling as well as providing more opportunities for gainful employment, upgrading equipment, and acquiring new resource materials for classroom instruction. Local education agencies within a seven county rural area (all economically depressed) in the state reported home economics departments participating in an instructional project, "Youth Exchange with Seniors." The project involved instruction in the understanding of the elderly and youth volunteerism.

In both depressed and non-depressed areas of the state, LEAs reported meeting the goal of providing programs to meet the needs of handicapped, disadvantaged, and limited English proficient students. Thirty-nine percent of the CHE enrollment and 62.3 percent of the OHE enrollment were identified as special needs students. More LEAs are reporting mainstreaming handicapped students in the CHE program.

A greater number of LEAs reported emphasis on student's self-esteem and responsible decision-making. There were many reports regarding work done in these areas through approaches that also served to bridge the gap between vocational and general education. Many LEAs reported participating in campus improvement plans for increased student access within schooling and reported programs for school-age parents, pregnancy intervention, and student programs for assisting other students who are at risk of dropping out of school. An increased number of LEAs reported the implementation of the "Education for Self-Responsibility" program which was developed in PY 87. The program is comprehensive in nature and focuses on teaching students to take responsibility for their actions, to recognize available options, and to deal with the outcomes of their decisions.

More LEAs reported offering the experimental course Parenting for School-Age Parents. The course is involved in comprehensive programs dealing with academic, parenting, child care, and job training; participants in the course included parents, male and female, single and married. Funds supporting the program are coming from the Perkins grant, Job Training Partnership Act, Children's Defense Fund, state compensatory funds, and funds from the private sector. Guidelines have been provided to the LEAs to assure that the funds are being spent in support of the appropriate functions as identified by each funding source used. The comprehensive programs included coordination of a wide range of private, public, and governmental services and resources (child care, transportation, health care, financial assistance, etc.) to meet the needs of this special population; students were informed as to the services/resources available to them and acquisition procedures. LEAs reported major progress in efforts to gain increased community understanding,

support, and assistance in providing for the wide range of needs of school-age parents.

Eliminating sex bias and stereotyping in CHE programs continues to be a longstanding goal at the state and local levels with continued success. Male enrollment in the programs has increased to 34 percent during program year 1991. LEAs continue to report how males are taking more leadership roles in instruction. This is also true within the student organization as more males are being elected as officers and committee chairs at the local, regional, and state levels. Instructional strategies, review of curriculum development, personnel inservice, and student leadership activities continue to be the methods used for this improvement. The course with the greatest number (18,780) of male students is comprehensive home economics education. The courses that have had the greatest degree of male enrollment over the past five years have been family life education, parenting education, and child development.

Vocational home economics education teachers reported increased emphasis on applying academic skills in the CHE programs. They cited examples such as using scientific data and mathematical computations in class activities and in student's occupational experience projects. In economically depressed areas, LEAs increased the use of computer-assisted instruction, while in non-depressed areas efforts were expanded in using technology as a teaching tool.

Growing numbers of LEAs reported increased efforts on emphasizing the effects of family life on job performance and the effects of employment on family life. Topics for study included time and money management, stress coping skills, self-care (latchkey) children, single parent families, and the selection of child care facilities. The Texas Education Agency ensured that all CHE teachers stressed the importance of improving home and family life through parent/guardian contact. During the program year, 148,223 such contacts were made by approximately 1,825 CHE teachers. This represents a nine percent increase in parent/guardian contacts over program year 1990.

Personnel Development. Teacher training and inservice training have been areas of focus as new initiatives are being implemented in vocational home economics education courses. Personnel development activities focused on instructional improvement through updating and expanding subject matter knowledge and teaching methodology. One statewide and five regional professional improvement conferences were conducted by vocational home economics education state staff. Content planning for these conferences was based upon indicators from:

- State Board of Education mandates
- site visits and reports from local education agencies reflecting program objectives, priority areas for improvement, and instructional achievements
- input from teachers, teacher educators, school administrators, and leadership at the Texas Education Agency identifying areas in which training was needed.

The objectives for personnel development throughout the year were to provide:

- assistance in curriculum planning to meet the needs of all students and to bridge the gap between general and vocational education

- assistance in curriculum planning to foster students' critical thinking skills
- information which reflects future trends in society, business, and industry and their impact on the individual or family member and the gainfully employed
- assistance in program planning reflecting state-adopted policies and curriculum
- information and strategies facilitating training students for the occupation of homemaking, employment in home economics careers, and management of dual roles
- information reflecting principles and strategies for utilizing co-operative learning to promote increased student achievement
- assistance in program planning to meet the unique needs of varied student populations
- assistance in recognizing and utilizing techniques for managing stress in order to maintain personal wellness and teaching effectiveness.

The approximately 2,200 participants attending the four-day statewide professional improvement conference had the opportunity for training in the subject areas of parenting, family life, child development and care, food and nutrition, clothing and textiles, consumer education, family living, individual/family health, housing, and management. Special emphasis was given to the topics of consumer education, management, entrepreneurship, child welfare and safety, stress management, the home, societal issues, youth leadership, home economics occupations, employability skills, and the impact of technology on home economics careers. Sessions were provided dealing with skills for improvements in self-responsibility, nutrition, family functioning, self-esteem, school-age parenting skills, and managing the dual role of homemaker/wage earner. Such training should result in advancements in students' personal, family, and occupational functioning. A multi-faceted approach was taken to increase teacher professional competence and performance; topics addressed included attitudes and behaviors to enhance success in teaching, maximizing the educational environment, effectively securing and utilizing available program funding, professionalism, and instructional content and approaches appropriate for students who are handicapped, educationally disadvantaged, gifted, or single parents. All content focused on equipping teachers to better train students for current and future challenges. The conference provided extended sessions addressing unique needs of new teachers or those returning to teaching following an absence. Extended sessions focusing on strategies for achieving more effective educational outcomes were also made available for school personnel involved in special programs serving handicapped students.

Through the five regional conferences, approximately 1,100 participants were able to build upon the foundation laid during the statewide conference. Conference content focused on strengthening teaching methodology through sessions on fostering higher order thinking skills through home economics instruction, utilizing cooperative learning as an instructional strategy to promote student learning of content and increased social skills, and effective strategies for managing stress for improved personal wellness and increased personal and occupational functioning. Sessions contained information reflecting up-to-date knowledge and contemporary practices in the subject areas. Participants were

given assistance in curriculum development, instructional resource selection, and course implementation.

Texas Association, Future Homemakers of America. The Texas Association, Future Homemakers of America (FHA) served 35,288 active members and 435 alumni/associate members in 1,524 student chapters during the 1990-91 school year. When members asked why they joined the Texas Association, Future Homemakers of America, they were quick to tell the public that it is the only youth organization with the family as its central focus. The organization helps members learn the answers to questions asked by modern teens, e.g., self-image, drugs and alcohol, teen pregnancy, AIDS, nutrition, personal relationships, leadership skills, employment skills, and career options.

The members participated in service projects related to teenage pregnancy, nutrition, financial planning, international exchange programs, elderly, poverty, self-responsibility, and leadership in the food service industry. Because the activities of the organization are an extension of the home economics education curriculum, members use the knowledge gained from various home economics subject areas to carry out the peer education and community service projects.

Leadership training is a vital part of the organization. Regional and state officers and their advisors attend an intensive week of leadership training sessions where members learn activities and develop skills related to public speaking, parliamentary law, public relations, written and oral communication, and interview techniques. Officers gain self-confidence as they begin to put their knowledge and skills to work by conducting special leadership sessions for 3,781 members in the geographic regions within the state. Five annual FHA regional leadership meetings were held for 6,300 local members. Students attended sessions related to public speaking, alcohol as it relates to adolescents, date rape, teen suicide/depression, sex respect, self-image, and eating disorders. Competitive events were held for 783 students in the areas of illustrated talks, job interview, child care, chapter project, food service, and family communications.

The state leadership meeting had 4,780 participants. Students attended interest sessions, public relations seminars, conducted business of the association, and participated in competitive events. Approximately 30 students advanced to the national competitive events. Networking between universities, postsecondary institutions, business/industry, and other organizations continued to take place to strengthen the base of knowledge regarding the vocational home economics education and its youth organization. Staff members and students continued to work with teacher education programs to help potential advisors have a better understanding of the organization and its role within the home economics program. Business and industry continue to show their support in the goals and purposes that the profession has for its vocational youth organization, Future Homemakers of America, Inc.

Members of the Texas Association, Future Homemakers of America, participated on the national level by serving as national committee members, by contributing to national programs/projects, and by attending the national cluster meetings. Approximately 200 individuals from Texas participated in the national leadership conference.

The students reap many benefits by being active in the Texas Association, Future Homemakers of America. Current and former members have said they learned life skills that prepared them for the future because of opportunities available in this extension of the vocational home economics education program in Texas.

State Leadership (Administration). Under state leadership and supervision, three curriculum documents were developed representing the areas of advanced food science and nutrition, apparel, and principles of math, science, and language arts within home economics. Staff managed a research project related to life skills and supervised the curriculum document produced as a result of the research findings. Staff assisted with a 2+2 curriculum project in the area of child development. These activities have resulted in better instructional materials for students and an increased opportunity for curriculum coordination between secondary, postsecondary, and higher education. The following activities are specific accomplishments of state leadership in the vocational home economics education.

1. Assisted LEAs in developing a comprehensive approach for establishing a program dealing with societal issues such as school-aged parents and drug abuse.

2. Organized and conducted five regional professional improvement meetings for vocational home economics teachers. (Emphasis for the conferences is described in the section titled Personnel Development.)

3. Assisted students in organizing and conducting five regional youth leadership meetings. (Emphasis for these meetings is described in the section titled Texas Association, Future Homemakers of America.)

4. Organized and conducted one state professional improvement conference for vocational home economics teachers. (Emphasis for the conference is described in the section titled Personnel Development.)

5. Assisted students in organizing and conducting one state youth leadership meeting. (Emphasis for the meeting is described in the section titled Texas Association, Future Homemakers of America.)

6. Assisted adults in organizing and conducting one state adult leadership meeting. (Emphasis for the meeting is described in the section titled Texas Association, Future Homemakers of America.)

7. Organized and conducted a statewide meeting for local education agency personnel interested in beginning comprehensive programs and services for school-age parents and their children.

8. Organized and conducted statewide technical assistance meeting for home economics teacher educators.

9. Provided administrative direction and supervision of curriculum development in the following areas: academic skills through home economics curriculum, 2+2 child development, nutrition, apparel, and life skills.

10. Provided administrative direction in a research project in determining what were perceived by adults and student as life skills.

11. Provided administrative assistance for state, regional, and local advisory councils for vocational education.

12. Assisted local education agencies with facility floor plans for new and expanded programs.

13. Provided local education agencies assistance in developing annual applications for program approval purposes.

14. Provided technical assistance to all local education agencies for program improvement and policy interpretation purposes.

15. Provided administrative assistance in developing local programs for education for self-responsibility. (Emphasis is described in the section titled Local Education Agencies.)

16. Served on and provided assistance to the teen parent initiative council representing education. (Ten state agencies make up this group.)

17. Served as resource member of the United Way of Texas Committee for Child Care.

18. Served as a resource member of the Governor's Work/Family Clearinghouse Council.

19. Participated in the teen pregnancy forum. Emphasis was on the development of a statewide plan of action for combatting this problem.

20. Participated as a member of the task force for sexuality education. (The committee consists of religious groups, business/industry, education, etc.)

21. Served on other committees such as the Texas collaboration for youth as well as the Texas energy education advisory council.

22. Served on advisory council for a project relating to migrant education.

23. Participated in many statewide and national conferences to stay current on subject matter and presented papers at many regarding home economics education in Texas.

24. Provided administrative assistance to vocational home economics teacher units in higher education.

25. Reviewed responses to requests for applications regarding personnel and curriculum development, research, and single parent programs.

26. Developed and distributed informational materials describing course content for the purpose of technical assistance to counselors, teachers,

school board members, administrators, parents, persons in business/industry, and other adults.

27. Served on advisory committee for statewide migrant education project. Attended programs and seminars related to the migrant education initiative.

28. Chaired national committee for strategic planning relating to vocational home economics education.

29. Served as treasurer for Future Homemakers of America, Inc., Board of Directors.

30. Served on Future Homemakers of America, Inc., ad hoc committees.

31. Assisted with recommendations for policies considered by the State Board of Education.

32. Assisted LEAs with the review of transcripts and statement of qualifications for certification purposes.

33. Served as a resource person for higher education classes training for certification to teach secondary vocational home economics education.

34. Participated in conferences addressing issues of concern to teacher training units in higher education; the "Texas Conference on Teacher Education" as well as the "Teacher Training Seminar for Vocational Special Needs Education" are two such conferences.

35. Participated as a member and conference presenter for the "Texas Association Concerned with School-Age Parenthood."

36. Served as a presenter addressing topics related to vocational home economics education to various local, regional, and statewide education groups.

37. Provided technical assistance to local education agencies seeking to initiate, expand, or improve programs focusing on the needs of school-age parents.

38. Served on intra-agency collaboration committees to determine ways to work together to better serve children and families.

39. Developed a resource book and video for schools providing additional support for students who are parents.

SECTION II

POSTSECONDARY AND ADULT VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Postsecondary State Administration

The Texas Higher Education Coordinating Board, in a cooperative agreement with the Texas Education Agency (TEA), administered federal vocational funds for postsecondary institutions during 1991, as well as the funds for vocational education from state sources. This report presents the results and accomplishments of expending postsecondary vocational funds as reported under two parts of the Carl D. Perkins Vocational Education Act during program year 1991: Title II, Part A - Vocational Education Opportunities; and Title II, Part B - Vocational Education Program Improvement, Innovation, and Expansion. The report describes postsecondary vocational education's progress in achieving the goals and objectives of the *State Plan for Federal Vocational Education Funding, Fiscal Years 1990-1991*, in accordance with the requirements of Section 113(b)(3) of the act. Financial support from federal funds was provided for staff services for the administration, operation, and supervision of vocational education in postsecondary institutions as well as providing technical assistance and statewide program improvement activities.

The Texas Legislature created the Coordinating Board, Texas College and University System, in 1965. The name was changed to the Texas Higher Education Coordinating Board in 1987. The 18-member board, appointed by the governor, is responsible for statewide planning and policy to ensure quality and efficiency in Texas higher education. The Coordinating Board appoints a chief executive officer, known as the commissioner of higher education, and to the extent permitted by the Carl D. Perkins Vocational Education Act, administers federal funds allocated to public postsecondary institutions.

Currently, the assistant commissioner of the Community Colleges and Technical Institutes Division has direct supervisory responsibilities for the professional and technical staff who provide statewide leadership, coordination, and consultation, as well as collection of data for reports, planning, and accountability in all areas of vocational education. The assistant commissioner advises the commissioner of higher education on policies and procedures related to vocational education.

Overview of Postsecondary Vocational Education in Texas

During program year (PY)1991, the Coordinating Board continued to develop a comprehensive system for vocational training in public postsecondary institutions for meeting the board's goal of economic and occupational competence for Texas adults. A major thrust was to improve existing programs and initiate new ones to meet the needs of local communities. Federal support for vocational education during the year totaled $23,191,796. These federal funds were expended only for Title II(A) and II(B) activities. The Coordinating Board does not receive Title III funds from the Texas Education Agency. In addition, the Coordinating Board does not receive Title II(A) funds for criminal offenders serving in correctional institutions.

During this year, 49 public community/junior colleges, as well as the Texas State Technical Institute System, the Lamar University System, and the Texas Engineering Extension Service, offered over 3,646 approved vocational education certificate and degree programs.

These 52 postsecondary institutions with more than 70 campuses are strategically located throughout the state, providing a wide range of educational opportunities within easy commuting distance for a diverse student population.

Student enrollments in approved vocational degree and certificate programs in PY 1991 totaled 244,578. Both credit and non-credit courses were offered to adults training for new jobs, upgrading their present occupations, and/or preparing for advanced training. These approved adult vocational courses attracted 157,940 students in 1991.

Three enrollment tables are presented in the appendix. Table 1 presents postsecondary vocational education enrollments by major program areas, as classified by the Classification of Instructional Programs (CIP) codes. Table 2 presents postsecondary enrollments by sex, race, and special needs categories. Table 3 presents postsecondary enrollments by funding category.

RESULTS AND ACCOMPLISHMENTS OF EXPENDING POSTSECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART A - VOCATIONAL EDUCATION OPPORTUNITIES

Title II, Part A - Vocational Education Opportunities, specifies that each state shall provide vocational education services and activities designed to meet the special needs of and to enhance the participation of six groups of individuals:

(1) handicapped individuals;
(2) disadvantaged individuals (including limited English proficient) individuals;
(3) adults who are in need of training and retraining;
(4) single parents or homemakers;
(5) participants in programs designed to eliminate sex bias and stereotyping in vocational education; and
(6) criminal offenders who are serving in correctional institutions. The Coordinating Board does not receive funds from TEA for criminal offenders.

Handicapped Students

The number of handicapped individuals enrolled in vocational education during PY 1991 was 12,545. Of that total, 8,157 received additional services in mainstream programs at the postsecondary level; only 183 were served in separate programs throughout the state.

Coordination of vocational rehabilitation and other programs at the local postsecondary level using funds from the Carl D. Perkins Vocational Education Act began with the approval of the annual plan for allocated Perkins funds. Under the Handicapped set-aside, each local plan described how the funds were to be coordinated with local Texas Rehabilitation Commission (TRC) offices. The local TRC and the postsecondary institution (PSI) worked together in qualifying students for assistance. Many PSI's provided office space on campus for a TRC liaison counselor for disabled students. TRC also offset the

expenses of some tuition, supplies, and special equipment that disabled students needed to attend class. The Texas Higher Education Coordinating Board works with TRC at the state level through participation in an interagency planning group created to facilitate coordination between agencies and the Job Opportunities and Basic Skills Training (JOBS) Program.

Handicapped vocational students benefitted from cross-referral and information sharing among campuses and state and local agencies. Counselors from postsecondary institutions and local centers of the Texas Department of Mental Health/Mental Retardation (MHMR) communicated with and coordinated with numerous community-based organizations. The Texas Employment Commission (TEC) and private industry councils (PICs) contracted with certain campuses for educational services for qualified recipients. The Commission for the Deaf and the Commission for the Blind worked with colleges in providing assistance with modified equipment for students. Local offices of the United Way, the Council of Independent Living, and the Epilepsy Foundation coordinated with PSIs by providing auxiliary devices for students. Veterans Administration local representatives coordinated services for eligible students.

Postsecondary institutions spent a total of $1,531,538 in Perkins funds to provide the following additional or supplemental services: instruction, guidance and counseling, equipment, and support services to handicapped individuals in vocational education during PY 1991. Supplemental instructional services included self-paced special instruction in basic skills and vocational education, special textbooks and software, tutoring, assisted and/or modified testing, computerized instruction for supplemental review, individual instructional materials, and the employment of additional instructors to reduce class size and to provide more individual help to students.

Guidance and counseling activities and services included employment of additional counselors to provide for identification/recruitment of handicapped students; career counseling and exploration; diagnostic testing; substance abuse counseling; student referrals to state and local resources; sponsorship of local handicapped student leadership organizations; transition workshops; and materials on financial aid, resume preparation, and parental conferences.

Supplemental equipment purchased for handicapped students included electronic dictionary/spellers with speech; closed caption video work stations; telecaption decoders; adjustable tables and modified student desks to accommodate wheelchairs; braille writers; braille printers, wireless auditory assistance kits; voice synthesizers; automated print reading systems; Kurzweil reading machine; telecommunication devise for the deaf (TDD phone); one-finger software; one-hand typewriter; computer screen magnifiers; talking calculators; and voice activated recorders and computers.

Direct support services to assist the handicapped students included notetakers, readers, interpreters, scribes, mobility aides, escorts for orientation and registration, transportation assistance, special parking arrangements, audio visual aids, language specialists, and flyers and brochures describing accessibility of facilities and programs for the handicapped.

In general, the handicapped students received needed support services which enabled them to stay in school as well as to greatly benefit from vocational training. Implementation of these services enhanced the accessibility of facilities and programs on many campuses.

The following highlight ways in which handicapped students at Texas public community colleges and technical institutes were provided improved access and services:

- Amarillo College provided professional and peer tutoring to handicapped vocational students. The college also offered oral, taped tests, and specialized equipment to help these special students.

- The Writing Lab at Paris Junior College helped handicapped students prepare resumes and letters for job applications. The Student Development Center provided counseling and acted as an agency liaison and referral center for disabled students.

- Northeast Texas Community College provided comprehensive counseling services related to specific occupational programs and degrees. As a result, five handicapped students completed associate degrees and four completed certificate programs.

- Enhanced outreach and recruitment for handicapped students at Laredo Junior College and a good working relationship between the college and school directors for special education yielded an increase in referrals for disabled student services at the college.

- Hill Junior College offered special services to handicapped students to help them stay in school and complete their programs. These services included pre-registration, drug-alcohol presentations, workshops, and interest testing.

- The Carl Perkins Career Center and the Tutorial Lab at Navarro College offered career guidance and supplemental instructional services to handicapped students.

- Cooke County College supported handicapped students by providing group recreational activities, peer tutoring, a two-way referral system between vocational rehabilitation counselors and college counseling staff, and a student assistant to help those students with impaired mobility.

- Alvin Community College implemented the Learning Enhancement and Achievement Program (LEAP) in PY 1991 and conducted a college day for handicapped students. The college worked with the Gulf Coast Consortium for Special Needs Students in Higher Education to conduct training workshops for faculty and staff to make them aware of the needs of handicapped students and the services available.

Exemplary programs developed during the year are detailed in Appendix B under Exemplary Programs for the Handicapped.

Disadvantaged (Excluding LEP) Students

The number of disadvantaged individuals enrolled in vocational education during PY 1991 was 116,102. Of that total, 77,878 received additional services in mainstreamed programs at the postsecondary level. Only 992 were served in non-mainstreamed programs. Texas postsecondary institutions spent a total of $4,278,993 in Perkins funds to serve disadvantaged students.

Supplemental services provided to the disadvantaged students in vocational education were categorized into four basic categories: instruction; guidance and counseling; equipment; and support services. Instructional services included individual and small group tutorial assistance, developmental classes for basic skills, study skills workshops, small group sessions for supplemental instruction, computer-assisted instructional labs, test monitoring, and specialized materials and curriculum.

Guidance and counseling activities included academic advising, vocational placement, help with budgeting and the application process for financial aid, assessment of learning skills and test taking, and personal and career exploration counseling. Special training workshops were conducted for counselors working with disadvantaged students. Equipment purchases included supplemental hardware/software packages for use by remedial vocational students in computer-assisted labs.

Support services to the disadvantaged students included notetaking, early detection through educational diagnostic testing and interpretation, textbook loans, library of assistive devices for checkout, probation/suspension outreach, Job Training Partnership Act (JTPA) coordination, recruitment, and information packets to parents of disadvantaged students, job fairs, and placement services for work study and part-time jobs.

The following highlight ways in which disadvantaged students were provided improved access and services:

- McLennan Community College implemented an improved assessment program for entering vocational students. The program provided more accurate course placement, contributing to higher retention rates for disadvantaged students.

- Frank Phillips College made math, reading and writing tutorials available to all educationally disadvantaged students. In addition, close coordination between the JTPA local staff and the college benefitted these special students.

- The reading lab at Angelina College provided supplemental instruction in reading and study skills -- identified as the two skills most needed by the 200 JTPA-sponsored students enrolled in various associate degree programs.

- Tyler Junior College increased counseling services and individual assistance during registration to smooth the transition for disadvantaged students. The hours of lab tutoring were expanded to accommodate more evening and weekend students.

- TSTI-Amarillo provided remedial reading and math instruction for disadvantaged students. Guidance and counseling assistance was specifically geared toward disadvantaged student needs not inherent in other student populations.

- Vernon Regional Junior College supported displaced workers and other disadvantaged students by providing special assistance through learning labs and subject tutoring.

- Cooke County College expanded its capabilities to assist disadvantaged students through the use of volunteers, peer tutors, lab assistants, and teachers. Campuswide participation by faculty members in the selection and design of materials and learning experiences also benefitted disadvantaged students.

- Coordination between Del Mar College and JTPA counselors housed on campus continued to be refined to help disadvantaged students. The students were able to gain self-confidence from the support system through services such as tutoring and referrals to various community resources.

- College of the Mainland provided tutoring in group and individual sessions to disadvantaged students and assisted these students in obtaining part-time employment to help with expenses while attending the college. Upon program completion, the placement office assisted the students in finding employment in their areas of expertise.

Exemplary programs developed during the year are detailed in Appendix B under Exemplary Programs for the Disadvantaged.

Limited English Proficient (LEP) Students

The number of LEP individuals enrolled in vocational education during PY 1991 was 25,027. Of that total, 12,716 received additional services in postsecondary mainstreamed programs. The number of LEP individuals served in separate programs was 542. A total of $757,922 in Perkins funds was spent on LEP programs.

Additional or supplemental services provided to LEP students in vocational education fell into four areas: instruction; guidance and counseling; equipment; and support services. Supplemental instruction included basic skills training in reading, English, and communications. Other instructional services provided under this category included translators, tutors, peer tutors with bilingual background, class assistance in language acquisition, self-paced learning modules using English as a second language (ESL) materials, computer-assisted labs, specialized instructional materials, ESL training, and preparation for citizenship.

Guidance and counseling activities included early identification and assessment testing for language barriers, academic advising, career and personal counseling, recruitment and referral activities, and conducting workshops on finding and holding jobs. The only

supplemental equipment purchased was ESL lab equipment, including computer add-ons, monitors, cassette players with headsets, video players, and typewriters. Direct support services provided to LEP students included special orientation manuals, notetaking, diagnostic testing, interpreting, and recording lectures. Several colleges sponsored an international awareness week featuring an international student forum.

The following describes services provided in successful LEP programs.

- Grayson County College opened an ESL lab to assist LEP students in vocational programs. A specialized course, offered through the lab, focused on mastery of oral patterns and also addressed survival information and coping skills needed by LEP students.

- The computerized identification of LEP students at Laredo Junior College permitted an early assessment of educational skills of LEP students. Supplemental support services and instructional support were provided which resulted in an increased educational persistence rate for LEP students.

- Texas Southmost College placed a full-time ESL-trained instructional specialist in the Tutorial Center, which allowed better diagnosis of weaknesses in ESL, reading, and writing. This provided students with specific practice programs to enhance their skills according to their needs. It also provided better tracking of the students' progress.

- Tarrant County Junior College District provided a low student/teacher ratio in ESL classes. Through enhanced advising and networking, LEP students learned to express their needs and to identify college services available.

- The bilingual recruiter/counselor at Howard County Junior College provided academic and vocational counseling to LEP students. A Hispanic club was organized on campus allowing for increased contact with LEP students and coordination with referral agencies. Job search activities to help the LEP students were conducted.

- El Paso Community College offered an open-entry, open-exit program for LEP students through the Literacy Center. The curriculum centered on problem solving through multicultural, context-rich speaking, reading, writing and math tasks. Effective components targeted self-esteem and goal setting.

- The bilingual Career Development Coordinator at Hill College served as the liaison between the TRC representative and the LEP student in order to monitor the progress of the student.

Exemplary programs developed during the year are detailed in Appendix B under Exemplary Programs for the Limited English Proficient.

Adults in Need of Training and Retraining

During PY 1991, $6,081,723 in Carl D. Perkins funds supported crucial skill training and retraining in Texas public postsecondary institutions for 402,518 postsecondary/adult vocational students. Of this total, 244,578 were enrolled in degree or certificate programs and 157,940 were seeking entry-level job skills, upgrading of skills for current jobs, pursuing career changes, and/or obtaining or maintaining licensure.

Typical short-term training programs were provided to adults in the following areas (not inclusive) :

Accounting and computing
Agribusiness technology
Air conditioning and heating
Air reservation agent and office systems
Air traffic control
Airframe and power mechanics
Alteration and tailoring
Animal medical technology
Appliance service and repair
Associate degree nursing
Associated health occupations
Auto body repair
Auto mechanics
Automotive specialty training
Banking management
Building materials technology
Business data processing
Cardiology-electroencephalographic technician
Checker/cashier
Child care/child development
Commercial art
Commercial music
Commercial pilot
Commercial transportation
Computer and console operator
Construction and maintenance
Cook/chef
Corrections
Cosmetology
Court reporting
Credit and collections
Culinary arts
Data processing programmer
Dental assistant
Diagnostic medical sonography

Diesel mechanics
Dietitian aide
Drafting and design technology
Electric cable fabrication
Electrical power technology
Electromechanical technology
Electronics technology
Emergency medical technician
Engineering technology
Environmental technology
Executive housekeeping
Export-import management
Farm and ranch management
Farm machinery mechanics
Fashion design
Fire protection technology
Floral design and shop management
Food marketing
Foundry
Garment manufacturing
General business management
General industrial education
Geological technology
Health care management
Heavy construction equipment mechanics
Horology
Horticulture
Hospital pharmacy technology
Hotel/motel management
Industrial management
Industrial instruments
Industrial electricity
Instrumentation technology
Insurance
Interior decorating/design
Interpreter training
Irrigation technology
Jewelry craft
Laser-electro optics
Law enforcement
Legal assistant
Machine shop
Maintenance engineering
Management
Marketing
Masonry

Mechanical technology
Medical assisting technology
Medical laboratory technology
Medical records/transcription
Mental health technology
Microcomputing applications
Nuclear technology
Nurse aide
Nursing and administration
Occupational safety and health
Office occupations
Oil and gas technology
Ophthalmic dispensing
Petroleum technology
Petroleum marketing
Photography
Physical therapy technology
Physical fitness technology
Plant science and crop production
Plastics technology
Plumbing
Pollution control technology
Postal service technology
Printing
Production management
Property tax appraisal
Quality control technology
Radio and television repair
Radio-TV production technology
Radiologic technology
Real estate
Records management
Recreational aide
Renal dialysis technology
Restaurant management
Saddle and tack making
Secretary - specialized
Security guards
Sewing machine repair
Sheet metal
Small engine repair
Social care specialist
Stenographic - general secretary
Surgical technology
Surveying technology
Teacher aide

Teacher education
Technical communications
Title clerk (mineral lease)
Truck and heavy equipment operator
Unit clerk
Upholstery
Vocational nursing
Water utilities operation
Welding
Word processing

The training and retraining needs of students were met not only through the short-term programs listed above but also through the extensive degree and certificate programs offered at the postsecondary institutions. Supplemental assistance was provided by Carl D. Perkins funds to enrich programs through the purchase of state-of-the-art equipment, software, training programs, and instructional materials. Additional faculty and lab assistants were made available for training and for flexible scheduling to give students greater access to programs, facilities, and support services. Funding for student services provided counseling and guidance services, aptitude testing, tutoring, job placement services, basic skills assessment, and remediation. Administrative costs associated with the adult and postsecondary programs were provided through nonfederal sources; however, some federal funds paid for project directors and support staff salaries and for travel and supplies.

The following are specific examples of programs and services to serve adults:

- Bee County College expanded its outreach activities to better identify adult students in need of training. Through program advisory committees, the college maintained regular communication and coordination with local PICs, economic development committees and other private sector representatives. Private sector employers of occupational graduates were surveyed during 1991 to be sure their needs for skilled workers were being met.

- Dallas County Community College District offered adult training programs in cooperation with the Dallas Fire and Police Departments, University of Texas Health Science Center, nursing refresher programs, Montessori education programs, food service supervisory training, and insurance sales agent training.

  The district provided non-credit, short-term adult courses for fact-track training on state-of-the-art equipment in engineering technology, vocational computer programs, and real estate. Job readiness and basic skills/vocational training services were provided to businesses and industries experiencing layoffs and downsizing.

- All vocational programs offering degree and diploma recognition at Lamar University-Port Arthur were supported by industry advisory committees for input into program curriculum, equipment, employment expectations and future program development.

- Brazosport College offered short courses in computer and word processing to train and retrain local business and industry employees.

- Cisco Junior College upgraded the electronics technology labs at the Abilene campus so that students could work with state-of-the-art satellite systems.

- Trinity Valley Community College used the help of advisory committees to update curriculum and equipment and to place and recruit students.

- Lamar University-Orange increased site visits and linkages with local businesses. This resulted in more job interviews and placements for adult vocational students. Campus representatives coordinated with PICs in upgrading curriculum for the office occupation program.

- The American Educational Complex - Central Texas College tracked current training needs of local business and industry through communication with the chambers of commerce and PICs in the service area. The college also coordinated with the Quality Work Force Planning Committee through various vocational and applied technology advisory committees.

- Ranger Junior College provided assistance through the Development Learning Lab to help students acquire basic skills in reading, writing, and computation. The college further supported disadvantaged students through expanded career counseling at the main campus and at three off-campus locations.

The Coordinating Board has encouraged each postsecondary institution to adopt the goal of providing current, relevant adult training and retraining through a review and upgrade of curriculum, improvements in availability and access to programs, and purchase of current state-of-the-art equipment that meets industry standards.

The following programs/courses were significantly upgraded by using Carl D. Perkins funds to purchase equipment:

Accounting
Advertising art
Air conditioning/refrigeration
Appliance repair
Architectural technology
Auto body repair
Auto mechanics
Bank management
Business administration
Business computer systems
Carpentry, industrial & commercial
Chemical technology
Child care/child development

Child protective services
Commercial art
Commercial electronics
Commercial music
Commercial photography
Commercial pilot
Commercial truck driving
Computer-aided drafting
Computer information systems
Computer maintenance technology
Construction management
Construction technology
Cook/chef
Cosmetology
Court reporting
Criminal justice
Data processing
Dental assisting
Dental hygiene
Desktop publishing
Diagnostic medical sonography
Diesel mechanics
Dietetic technology
Drafting and design technology
Electromechanical technology
Electronics technology
Emergency medical technology
Engineering technology
Equine technology
Farm and ranch management
Fashion merchandising/retailing
Fire science
Forestry technology
Graphic arts
Heating/ventilation
Horology
Horticulture
Human services
Industrial electricity
Industrial maintenance technology
Information processing technology
Interior design technology
Interpreter training
Jewelry repair
Law enforcement
Legal assisting

Machine shop
Management
Mechanical engineering technology
Medical assisting
Medical laboratory technology
Medical transcription/records
Microcomputer repair technology
Microcomputing applications technology
Mortuary science
Nursing, ADN
Nursing, LVN
Nursing, RN
Office occupations
Ophthalmic dispensing
Paramedicine
Physical therapy assistant
Piano tuning and repair
Police training
Production pottery
Quality control technology
Radio/TV/file production
Radiologic technology
Real estate management
Respiratory care/therapy
Restaurant technology
Software development
Sound technology
Surgical technology
Telecommunications technology
TV/radio broadcasting
Ultrasound technology
Veterinary technology
Welding
Word processing

A major emphasis for Texas' vocational education has been the development of regional planning for a quality work force in Texas. Quality work force planning (QWFP) is a partnership established among employers, educators, and training providers in a region to develop a skilled and educated work force to enhance Texas' economic development and its ability to compete in a global economy. A statewide system of 24 quality work force planning committees has been formed throughout Texas to analyze job opportunities and related education and training needs and to identify regional priorities for vocational-technical education and training programs. Three state agencies (the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce) jointly funded nine pilot projects with Carl D. Perkins and JTPA funds to implement regional planning. Each project developed a process to involve area secondary

and postsecondary institutions (including public community and technical colleges, and universities) and private industry councils. Funding for QWFP by state initiative has been approved by the state legislature beginning in PY 1992.

Coordinated activities between postsecondary institutions, JTPA, the Department of Human Services, the Texas Employment Commission, the Texas Rehabilitation Commission, and other state and community agencies are outlined in each college or technical institute's annual plan for Carl D. Perkins. This plan is reviewed by a local private industry council (PIC) prior to submission to the Coordinating Board. This practice helps minimize duplication of services between agencies that serve eligible populations.

The following activities highlight certain coordinated efforts of postsecondary institutions and JTPA.

- TSTI - Waco offered special training for JTPA clients called *Transformations Through Technology*. The curriculum was broad and served as a technical foundation to several technical areas. Usually consisting of 490 hours total training time, the training was fast paced and used individual instruction as well as group instruction with a variety of state-of-the-art instructional delivery methods.

- Midland College developed an intake process in coordination with JTPA, Midland County Housing, Department of Human Resources, and Texas Rehabilitation Commission. The college provided group and individual career testing and personality testing for all new JTPA clients.

- Lee College conducted seven career exploration workshops for JTPA students that were especially developed to focus on job readiness skills and interest testing.

- JTPA clients worked in a computer-based remediation environment at Dallas County Community College District. The job training center maintained an ongoing referral and on-site recruitment process at the regional Texas Employment Commission offices and the Anita Martinez and the Martin Luther King Centers.

- The location of the JTPA office on the campus of Grayson County College promoted access and student referrals. The JTPA clients were tested at the learning assistance center, giving college staff the opportunity to start assessment and vocational guidance early.

- Alvin Community College provided training for 74 JTPA dislocated workers in coordination with the Texas Employment Commission. Training was 90 percent effective in helping the JTPA clients find jobs.

- The San Jacinto College District maintained close ties with the JTPA in its

service area. During PY 1991, the college received and fulfilled five JTPA contracts for occupational skills training and adult basic education.

Exemplary programs developed during the year are detailed in Appendix B under Exemplary Programs for Adults in Need of Training and Retraining.

Single Parent/Homemaker Students

In PY 1991, $2,409,525 in Carl D. Perkins funds were spent on programs for single parents and homemakers. During that time, 60,225 single parents and homemakers were enrolled in vocational education programs. Of that total, 15,437 received direct services such as day care services, transportation assistance, career guidance and counseling, books, and materials needed to participate in vocational education programs.

Orientation activities, job placement assistance, and individual and personal counseling were other support services provided to single parents and homemakers. Seminars and "My Turn Now" workshops were offered to help students develop new skills. Educational materials purchased included computer software programs for counseling. No equipment was purchased with these funds.

The following describes services provided in successful single parent and homemaker programs:

- Southwest Texas Junior College provided child care assistance to 64 single parents enrolled in vocational programs. Transportation assistance and other needed support services were also provided to single parent students.

- To inform potential single parent/homemaker students about support services available at Texas Engineering Extension Service, student recruiters made presentations at subsidized housing areas, JTPA and non-JTPA GED programs, community-sponsored career expos, job fairs, and radio stations broadcasting in Spanish.

- TSTI - Harlingen sponsored special workshops providing information and support to single parent/homemaker students to assist them find employment, increase their self-confidence, improve parenting skills, and choose the appropriate vocational training program. The college provided flexible day care assistance so that more students could benefit from the services.

- Alamo Community College District provided classes and a series of day, evening, and off-campus workshops to 703 single parent/homemaker participants. Other expanded outreach activities included distribution of brochures describing the services of the equity center to faculty.

- A continuation of the successful "Breaking Barriers Program," coupled with the activities of the Women's Center at Austin Community College, produced and

distributed various information, pamphlets, and handouts for women served by its programs. Handouts included information on test taking skills, time management, parenting concerns, the effects of abusive relationships, resources for housing, legal, child care, and other emergency needs.

The college provided child care assistance and transportation assistance to eligible single parent/homemaker students enrolled in vocational training. Coordination between the college and community agencies provided more financial and technical support that further enabled the students to stay in school and finish their training.

- Midland College provided child care assistance to 34 single parent/homemaker students and coordinated with Housing and Urban Development (HUD) in helping 35 single parent/homemaker students receive housing assistance.

Creative delivery methods that were unique and/or effective, including the services that seem to be the most needed by single parents and homemakers are discussed below:

- Galveston College piloted an evening on-campus babysitting service for qualified single parent/homemaker students. Daytime child care assistance was also offered to qualified students. A new outreach program conducted through the local high school, local newspapers, and state and local agencies targeted teenaged single parents to provide them with information about vocational programs and services at the college.

- Through coordination with the Department of Human Services and Area Transportation Services, Kilgore College was able to facilitate transportation to and from campus for seven single parents in vocational training who would not have been able to attend classes without the special help. The college paid one single parent to drive the van (furnished by Area Transportation Services) round trip from a neighboring town.

- Alamo Community College District, in conjunction with the National Displaced Homemakers Network, presented an award to a local "Outstanding Employer" for the hiring of displaced homemakers. The district was honored at the national conference as a model program.

- By negotiating a unique contract with a local community-based organization (CBO) and the Texas Department of Human Services, TSTI - Sweetwater provided approved and licensed day care services to more than five times as many single parent/homemaker vocational students as would have been possible without the contracted special rate. According to surveyed responses, the child care assistance was the single most important service provided by the college enabling qualified vocational students to attend classes.

- Texas Engineering Extension Service conducted a special vocational program for recipients of aid to families with dependent children (AFDC) in coordination with a local PIC and state and local housing authorities. Participants in the project were

provided vocational skills training in apartment maintenance. All five students were placed in training-related jobs.

- The "I Did It You Can Too" workshop provided single parent/homemaker vocational students at Austin Community College with an opportunity to see a panel of successful women students who were overcoming their obstacles and finishing school. Participants reported that the workshops were empowering because they told of other students who were successfully coping with similar problems.

Child care assistance was reported as the most needed service for single parents and homemakers. Other critical support services needed by single parent/homemaker vocational students included personal/career counseling, transportation assistance, open entry/exit, flexible scheduling, and work study programs.

The method used to determine the students with the greatest need for services was described in each postsecondary institution's annual plan for federal funds submitted to the Coordinating Board. The method varied slightly at each institution, but most used the following criteria or a combination of the following: student status (single parent or homemaker); eligibility for the Pell Grant; JTPA services; or other Title IV federal aid by reviewing such criteria as family size, number attending college, home mortgage, savings, assets, liabilities, serious illness, temporary unemployment, and any other special circumstance faced by the family; and assistance provided by other agencies such as aid to families with dependent children and Social Security. In addition, poverty guidelines were used, as well as an application, including documentation of the above criteria to include tax records, birth certificates of children, divorce papers, and records from other agencies.

Using this information, most institutions then completed a form which listed multiple eligibility criteria. Each item on the form was assigned a numerical value. Those individuals with the highest points were provided services first.

Exemplary programs developed during the year are detailed in Appendix B under Exemplary Programs for Single Parents and Homemakers.

Students in Nontraditional Programs (Sex Equity)

In PY 1991, a total of $1,037,578 in Carl D. Perkins Vocational Education Act funds was spent to reduce and/or eliminate sex bias and stereotyping in vocational education. During the year, 30,390 students enrolled in nontraditional occupational training programs.

Students in nontraditional vocational programs received child care assistance, transportation assistance, workshops on nontraditional careers, mentoring, tutoring, work study, textbooks, counseling, and other support as needed. Most postsecondary institutions conducted recruiting programs including advertising and outreach information on eliminating sex bias and stereotyping. No equipment was purchased with these funds.

Specific achievements and services provided to reduce sex bias and sex stereotyping in

vocational programs are described below:

- Dallas County Community College District provided seminars on nontraditional training and careers for students and the community. Personal counseling, assessment and guidance, and recruitment activities were provided to support students in nontraditional programs. Other support services included transportation assistance and child care assistance.

- South Plains College increased sex bias/stereotyping awareness among faculty and staff through professional development. Enhanced systems for disseminating information about nontraditional careers and for identifying and tracking of vocational students enrolled in nontraditional programs of study helped improve the retention rate of these students.

- Odessa College sponsored a support group for women in nontraditional vocational programs. Expanded job placement services and career counseling helped nontraditional students complete their program of study.

- Outreach at Bee County College was increased through community visits of an adult outreach program counselor and aide. Nontraditional career information, seminars, and presentations were used to promote nontraditional career training at the college.

- TSTI - Sweetwater provided child care assistance to one-half of the students enrolled in nontraditional career training. Students were also supported through counseling and information sharing between the college and numerous community-based organizations.

- Tyler Junior College provided child care assistance for qualified students enrolled in nontraditional vocational training. Monthly workshops for students focused on the elimination of sex roles and sex stereotyping in the workplace. The college promoted equity awareness for staff through faculty inservice.

- Trinity Valley Community College supported students in nontraditional vocational training through expanded recruitment activities, counseling, placement, textbooks, and work study opportunities.

Cooperative efforts with the private sector included the following:

- Brookhaven College of the Dallas County Community College District co-sponsored a one-day conference with the American Association of University Women (AAUW). The conference, "Expanding Your Horizons," was offered to young women with the purpose of providing insight to career opportunities in nontraditional fields.

- Alamo Community College District solicited and screened student applications for

the women's chamber of commerce scholarships for women in nontraditional career training.

- Amarillo College organized a community advisory committee, comprised of 30 community/industry people, to solicit and coordinate financial resources for students in nontraditional career training.

- Texas Southmost College sponsored a job fair focusing on careers in nontraditional fields. Industry recruiters for nontraditional careers were invited to discuss the advantages of entering vocational training leading to a nontraditional career.

- Lamar University - Beaumont worked with local television and radio public service for announcements and presentations emphasizing nontraditional vocational training available at the college. A mentoring program involving the private sector brought support to students in nontraditional training when the students needed encouragement and motivation.

- Houston Community College System sponsored seminars featuring industry speakers to encourage women to consider nontraditional career training. A mentoring program matched students who were enrolled in nontraditional programs with an industry professional.

Exemplary programs developed during the year are detailed in Appendix B under Students in Nontraditional Programs (Sex Equity).

RESULTS AND ACCOMPLISHMENTS OF EXPENDING POSTSECONDARY VOCATIONAL FUNDS UNDER TITLE II, PART B - VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION

A total of $7,094,517 was expended under Title II, Part B - Vocational Education Program Improvement, Innovation, and Expansion. Funds were distributed to postsecondary institutions by formula and by competitive bid through a request for proposal (RFP) process.

Formula Allocated Funds

Funds that were distributed by formula to postsecondary institutions provided new and expanded vocational programs, guidance and counseling services, equipment, and program improvement activities. The utilization of these funds is highlighted in the following sections: New Programs, Expanded and Improved Programs, Evaluation of Programs, Guidance and Counseling, and Other Activities.

New Programs

All new programs for which state or federal funds are spent must be approved by the Texas Higher Education Coordinating Board before expenditures are made. All requests for new vocational programs must adhere to the *Technical and Vocational Program Guidelines: A Manual of Guidelines and Procedures for State Funded Technical and Vocational Programs in Texas Public and Postsecondary Institutions*. Generally, it states that before a new program is approved, it must be within the role and mission established by the Texas Legislature and must comply with the criteria of the Southern Association of Colleges and Schools. Also, it must be under the direction of an administrator, have an advisory committee, articulate with similar programs in public secondary schools and other higher education institutions, and provide documented evidence demonstrating there is sufficient labor market demand and student interest for the proposed program.

The 39 new programs approved by the Coordinating Board in 1991 are listed below along with relevant CIP code and number of postsecondary institutions (PSIs) requesting approval for the new program.

Program Name	CIP Code	Number of PSIs
Accounting/bookkeeping, general	07.0101	2
Alcohol and drug abuse specialty	17.0401	2
Avionics technology	49.0101	1
Biotechnology	41.0101	1
Business management	06.0401	1
Chemical technology	41.0301	1
Computer programming	11.0201	1
Computerized numerical control	48.0503	1
Cosmetology	12.0403	1
Emergency medical technology	17.0206	1
Geographic information technology	11.9999	1
Human services technology	17.0406	1
Industrial management	06.2001	1
International business	06.0901	1
International trade/transportation	08.0703	1
Legal assisting	22.0103	1
Manufacturing technology	15.0702	2
Marketing, general	08.0708	1
Medical secretary	07.0605	1
Microcomputer applications	11.0601	2
Nuclear medical technology	17.0208	1
Nursing, general	18.1101	1
Occupational therapy assisting	17.0808	2
Office management	07.0601	2
Postal management	44.0699	1
Radiologic technology	17.0209	1

Respiratory therapy technology	17.0210	2
Semiconductor manufacturing	15.0309	1
Teaching assisting	13.1501	1
Telecommunications	09.0801	1
Travel and tourism	08.1104	1
Word processing specialist	07.0801	1

Expanded and Improved Programs

In PY 1991, state and federal funds were spent on expanding and improving technical and vocational program areas. Funds were provided for instructional salaries, supplies, and travel to expand both on-campus and off-campus offerings and for additional equipment. The expanded and improved programs/courses are listed below (not all-inclusive) along with relevant CIP codes and number of postsecondary institutions expending funds in those areas.

Program Name	CIP Code	Number of PSIs
Accounting	06.0201	1
Accounting/bookkeeping	07.0102	3
Air conditioning/heating/refrigeration	15.0501	5
Auto body	47.0603	5
Auto technology	47.0604	8
Aviation management	49.0104	2
Biomedical equipment technology	46.0301	1
Business and management, general	06.0101	2
Business data processing	07.0301	9
Business data programming	07.0305	2
Child and family development	20.0299	4
Clerk typist	07.0702	1
Clinical laboratory technology	17.0309	1
Commercial art	48.0203	2
Commercial music	10.0105	1
Computer programming	11.0201	2
Construction technology	15.1001	2
Cooling/refrigeration	47.0202	8
Cosmetology	12.0403	5
Court reporting	07.0602	1
Criminal justice technology	43.0105	4
Data processing	11.0301	2
Dental assisting	17.0101	2
Diesel mechanics	47.0605	2
Dietetic technology	20.0404	1
Drafting and design technology	15.0202	7
Drafting - graphic communications	48.0101	2
Electromechanical technology	15.0403	1
Electronic technology	15.0303	11

Emergency medical technology	17.0205/6	3
Engineering, general	14.0101	1
Farm and ranch management	01.0104	2
Fashion merchandising	08.0102	3
Fire technology	43.0202	3
Forest technician	03.0401	1
Golf/landscape technology	01.0607	1
Horology	47.0408	1
Horticulture	01.0601	2
Human services technology	17.0401	3
Information sciences and systems	11.0401	2
Interpreter training	17.0899	1
Law enforcement	43.0107	3
Legal assisting	22.0103	2
Machine shop	48.0503	3
Media technology	10.0104	1
Medical lab technology	17.0309	2
Medical records technology	17.0506	2
Microcomputer applications	11.0601	2
Music/business	50.0999	1
Nursing, ADN	18.1101	11
Nursing assisting	17.0602	1
Nursing, LVN	17.0605	14
Office occupations	07.0701	13
Physical therapy assistant	17.0815	2
Printing press operations	48.0208	1
Radio/television broadcasting	10.0106	2
Radiologic technology	17.0209	3
Respiratory therapist	17.0210	4
Restaurant management	20.0401	1
Secretarial/office administration	07.0601	3
Secretary, legal	07.0604	2
Surgical technology	17.0211	2
Telecommunications	10.0104	1
Veterinary technology	17.0502	1
Welding	48.0508	5
Word processing	07.0801	1

Evaluation of Programs

The program evaluation process developed for vocational programs at public postsecondary institutions has a twofold purpose: compliance with federal and state requirements and providing information for program and institutional planning. Consistent with these purposes, the Coordinating Board views the evaluation process as a means of cooperatively assessing the present status of a program and as a first step towards program improvement.

The evaluation process uses a site-visit, team approach. The evaluation team is headed by a Coordinating Board staff member and usually consists of a minimum of four individuals recruited from institutions in Texas comparable to the one being evaluated. Programs reviewed include all Coordinating Board - approved associate degree and certificate programs. A program may be a candidate for closure if the evaluation and sunset review process as outlined in the *Technical and Vocational Program Guidelines* determines that the program is no longer viable and should not receive further state funding. The following evaluation elements are assessed in terms of quantitative and qualitative factors: mission, need, curriculum, enrollment, graduates, student placements, follow-up results, program costs, facilities and equipment, articulation agreements, instructional practices, student services, public and private linkages, and qualifications of personnel.

In PY 1991, the Coordinating Board conducted site visits at 22 campuses, evaluating a total of 786 associate degree and certificate programs. A major portion of the programs was recommended "continuation" or "continuation with revision." "Deactivation" was recommended for 16 programs and "sunset review" was recommended for 86 programs. Those programs identified under the sunset review process will receive a second review before a final recommendation is made for continuation or closure.

A program may be closed voluntarily by an institution. The programs dropped or deactivated in PY 1991 are listed below by program name, CIP code, and number of institutions involved.

Program Name	CIP Code	Number of PSIs
Agribusiness	01.0102	2
Auto body repair	47.0603	1
Auto mechanics	47.0604	1
Auto parts sales counter assisting	02.9150	1
Aviation maintenance technology	02.9066	1
Banking	07.0201	4
Banking and finance	06.0301	2
Computer electronics	47.0104	1
Computer information systems	07.0305	2
Construction and maintenance trades	46.0201	1
Culinary arts	20.0406	2
Drafting	48.0101	1
Electronics technology	15.0303	1
Horse management	01.0104	1
Horticulture	01.0603	1
Human services technology	17.0406	1
Industrial sheet metal	48.0506	1
Insurance, life	08.1001	1
Interior design	04.0501	1
Long-term care administration	17.9999	1
Microcomputer data processing	11.0601	1

Nurse aide	17.0602	1
Physical fitness technology	13.1314	1
Printing	48.0201	1
Radio and television repairs	47.0199	1
Radio/television production technology	10.0104	1
Real estate	06.1701	1
Secretary, general	07.0606	1
Security management	43.0109	1
Television cable installer/technician	07.0205	1
Welding	48.0508	4

Guidance and Counseling

Listed below are some of the activities funded in PY 1991 to improve guidance and counseling:

- Angelina College provided school-to-work activities with assistance from local industry representatives who participated in both mock and actual job interview opportunities.

- North Harris County Junior College conducted job development/placement activities through personal visits to area employers, telephone contacts, on-campus recruiting visits by employers, and networking with colleagues and agencies. Vocational students were administered a career assessment survey profile to assist the student in determining strengths and weaknesses as well as employment environment preferred.

- Temple Junior College provided individual counseling to vocational students to assist them with decision making, goal setting, and motivation. Expanded career testing capabilities allowed the college to provide workshops related to employability skills and other career information and exploration materials and programs.

- Texarkana College articulated transfer agreements with local public schools and senior institutions to assist students in their transition from one school to another school.

- Vocational counselors at Tarrant County Junior College provided extensive evaluation of academic background, career counseling, and program orientation for students who were planning to enroll in vocational programs.

- South Plains College continued to emphasize and expand its counseling and job development activities. The institution provided books, videos, filmstrips, software, and job search materials to be used in preparation for the students' transition from vocational education to employment.

- San Jacinto College District offered expanded workshop opportunities on such issues as resume writing, interview techniques, and transfer coordination. Other support provided to students included a computerized career testing service, a battery of career testing aptitude and learning styles inventory, and a job fair with area business and industry representatives.

Other Activities

- Wharton County Junior College used program improvement funds to buy equipment to upgrade the electronics technology program, the associate degree nursing program, and the automotive technology program.

- Angelina College worked closely with area senior colleges counseling students into inverted degree programs which resulted in articulation agreements with five senior colleges.

- Several regional inservice faculty workshops were conducted for vocational faculty at Texarkana College. General Motors and other local businesses sponsored the workshops to provide faculty with state-of-the-art expertise.

- Vocational faculty at Western Texas College participated in regional inservice training workshops including an industry-sponsored diesel workshop, a Redken-sponsored cosmetologist workshop, and state-sponsored business education workshops.

- Blinn College supported vocational faculty through appropriate training workshops such as: Pediatric Post Anesthesia Recovery, Psychology Nursing Symposium, and Legal Issues Affecting Nursing Practice.

- Program improvement funds at The Victoria College were used to improve and expand numerous vocational programs including nursing, welding, and electronics. Funds were used to upgrade equipment and software.

Discretionary Funded Projects

Carl D. Perkins Vocational Education Act Title IIB discretionary projects are solicited annually by the Texas Higher Education Coordinating Board through a competitive bid process. Request for proposals (RFPs) are solicited from eligible participants under four categories: curriculum development, personnel development, research development, and model and demonstration programs. In PY 1991, 34 discretionary projects were funded to provide improvements in postsecondary vocational education programs and student services.

All projects funded were of sufficient size, scope, and quality to provide reasonable assurance of meeting both local and statewide needs and of having a significant impact on the state's postsecondary vocational education program. The projects had to be bias free, technically and educationally sound, and cost effective, with an overall emphasis on

encouraging resource sharing networks for information on successful curricula, methods, materials, and human resources. Postsecondary personnel were encouraged to utilize the resources for technological learning that exist outside the educational institution (i.e., business, industry, community-based organizations). The planning, execution, and support of all activities had to involve coordination and cooperation among institutions, governmental agencies, and the private sector. A brief description of projects funded in each category follows:

Curriculum Development

During PY 1991, 12 projects were funded to provide for new curriculum development. Eight of these projects supported the development of 2+2 articulated curricula.

- 2 + 2 + 2 in Electronics Engineering Technology -- continuation of articulation arrangements with Texas A&M University and the University of Houston and implementation of the program developed in this three-year project in other selected electronics programs in the quality work force planning area;

- 2 + 2 in Telecommunications Technology -- development of an articulated curriculum with three area high schools and at least one upper-level university;

- 2 + 2 in Law Enforcement -- development of a skill-enhanced program to link the last two years of high school with a two-year postsecondary law enforcement program;

- 2 + 2 in Child Care -- development of instructional materials, course outlines, student competency profiles, and an evaluation process for an articulated program in child care with a local school district;

- 2 + 2 in Agriculture Technology -- development of instructional materials for the second year of this articulated program with five public school districts;

- 2 + 2 in Health Occupations -- continuation project that will provide technical assistance to other postsecondary institutions in developing and implementing the 2+2 for nursing education;

- 2 + 2 in Building Construction Technology -- development of an articulated program with a local school district, consisting of basic skill courses, technical core courses, and specialty courses;

- Developing Curricula for Alternative Fuel System Occupations -- development of a 10-hour adult vocational course to train compressed gas installers to meet the standards established for Texas licensure as installers;

- Developmental Reading for Nursing Students -- development of a supplementary manual to teach higher-level reading skills to prospective student nurses;

- Bilingual Technical Preparation -- development of a bilingual open-entry/open-exit curriculum for LEP and other limited proficiency students to teach them the basic principles of math and industrial physics necessary for successful participation in technical programs;

- Textile Manufacturing Technology Curriculum Development -- survey of the textile manufacturing industry and current training programs to develop a competency-based curriculum designed to produce skilled technicians for employment in the industry; and

- Conversion of Animal Lab Videodisc to Bar Code Format -- conversion of a previously developed basic videodisc to a bar code format suitable for providing low cost self-instruction at postsecondary institutions.

Personnel Development

Seven projects were funded in personnel development during PY 1991. These included workshops to improve faculty skills in competency-based instruction, integration of academic and vocational instruction, revitalizing the math curriculum in technology programs, superconducting supercollider technology for postsecondary educators, inservice training for faculty teaching in correctional settings, and development of leadership skills for minority faculty.

- Professional Development Workshop for Correctional Instructors -- development and presentation of a workshop for postsecondary vocational instructors who teach in a correctional setting focusing on teaching methodology, classroom management, security, teaching innovations, correctional issues, and competency-based instruction;

- Automotive Faculty Inservice Training -- development and presentation of a teleconference and five regional workshops for updating instructors in the use of new equipment and systems;

- Workshops for Design and Implementation of Competency-Based Instruction -- design and presentation of workshops in developing, implementing, and evaluating competency-based curriculum for technical and vocational faculty;

- Continuation of Professional Development for Instructional Teams -- development of competency-based materials for integrating academic and vocational skills;

- Minority Leadership Development in Technical/Vocational Education -- continuation project that will provide for the recruitment and development of leadership skills for minority faculty and staff promoting personal and professional growth;

- Faculty Development: Toward a Revitalized Math Curriculum for Technology -- presentation of a series of regional workshops and a statewide workshop to refine

and to present an upgraded and standardized curriculum in mathematics for technology; and

- Superconducting Super Collider (SSC) Technology for Postsecondary Educators -- dissemination of information gathered in a previously funded project on educational opportunities presented in Texas by the SSC.

Research Development

Seven research development projects were funded in PY 1991 including assessments of faculty professional improvement needs, the reliability and validity of student tracking systems, training opportunities for inmates and ex-offenders, minority opportunities in technical and vocational education, and developmental studies outcomes. Projects will also identify and evaluate successful ESL/LEP programs and identify and replicate successful workplace literacy models.

- Project ESL/LEP Inventory -- survey of current procedures and methods being used by Texas' postsecondary institutions to serve limited English proficient (LEP) students;

- Insite -- assessment of the impact of the Texas Academic Skills Program (TASP) on the retention and success of vocational students with particular interest in the effect on minorities and women;

- Assessment and Development of Vocational Education -- assessment of the reliability and validity of public postsecondary institutions' vocational and technical education student tracking systems;

- Assessing Minority Opportunities in Vocational Education -- dissemination of data gathered in a previously funded project to strengthen the vocational education opportunities for Hispanic and black students in Texas;

- Applied Research Consortium for Work Force Literacy -- establishment of a regional research and technical assistance center for the purpose of developing applications of work force literacy based on current research;

- Inventory & Assessment of Postsecondary Training for Inmates & Ex-offenders -- assessment of the accessibility, quality, and relevance of postsecondary training for offenders; and

- Professional Improvement Assessment (PIA) -- assessment of professional development needs of postsecondary vocational personnel and dissemination of a comprehensive final report of the assessments.

Model and Demonstration Programs

Eight model and demonstration projects were funded in PY 1991. These included a joint project between the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce to develop models for quality work force planning, two projects to develop models for the recruitment and retention of women in technical education, a model demonstration program for implementation of the Department of Human Services jobs program at postsecondary institutions, and an economic development model to link educational institutions to the superconducting supercollider short- and long-range training needs.

- SUCCESS (Students Utilizing Collin County Education & Service Systems) -- development and implementation of a unique linking system that will support a model service learning program and provide vocational students an opportunity to become involved in volunteer community service;

- 2 + 2 Electronics Technology Program -- continued development of an articulated curriculum for electronics technology focusing on the evaluation of course content, sequencing, and competencies for secondary and postsecondary courses;

- Development of a Statewide Teleconference Network (STARLINK) -- establishment of a statewide telecommunications network to serve all two-year postsecondary institutions in Texas by providing professional development conferences and to provide network services to other state agencies for staff training;

- Superconducting Super Collider: Technical Training for the Future of Texas -- development of a planning model assessing the economic impact of the construction and operation of the superconducting super collider in Texas;

- Partnership Refocus -- development and presentation of a conference/workshop to disseminate the results of a previous project to assist postsecondary institutions to provide a coordinated and integrated response in implementing the refocus employment initiatives of the Welfare Reform Act;

- Women in Technology -- development of recruitment material, public service announcements for radio and television, and speakers bureaus to increase the number of women entering nontraditional occupational training and employment;

- Quality Work Force Planning -- formation and implementation of a regional labor market information system (jointly sponsored by three state agencies) to identify demand occupations for the region and to develop a vocational education service delivery plan; and

- Women in Technical Education -- assessment of the image of technical education and women in the workplace leading to the development of a model program that will focus on recruiting and retraining women at a state technical institute.

SECTION III

QUALITY WORK FORCE

Quality Work Force Planning

During PY 1991, quality work force planning committees were established in each of Texas' 24 quality work force planning regions in accordance with Texas Education Code, Section 21.115, and the rules jointly developed and approved by the State Board of Education, the Texas Higher Education Coordinating Board, and the State Job Training Coordinating Council. These rules, which were effective September 1, 1990, were developed with input from nine pilot projects conducted to field test a regional planning model for coordinating vocational/technical education and training programs.

Fifty percent of each committee is made up of representatives from the education and public sectors, and 50 percent is made up of representatives from business, industry, and labor. Members reflect the population characteristics of the region with regard to race/ethnicity and gender. Members also reflect the geographic diversity of the region, including urban, suburban, and rural areas.

Each committee is charged with four major responsibilities:

(1) addressing the needs of employers for a skilled and educated work force;

(2) addressing the needs of students, including members of special population groups, for occupationally specific vocational-technical education programs based upon current and projected labor market needs and related secondary occupationally nonspecific vocational-technical education programs, services, and activities;

(3) promoting partnerships that support vocational-technical education programs, services, and activities that result in:

  (a) program articulation and 2+2+2 programs;

  (b) resource sharing among education and training providers and with business and industry;

  (c) coordination with dropout, adult education, and literacy programs, and

(4) improving communication within the region among:

  (a) education and training providers and employers by sharing ideas that improve the quality of vocational-technical education programs and

  (b) education and training providers and economic development organizations to meet the region's future employment training needs.

To meet these responsibilities, each committee must develop a service delivery plan based upon targeted occupations within the region's key industries and the related programs that train for those occupations. A regional labor

market information system is used by each committee to identify the key industries and targeted occupations.

During the year, committees in the nine pilot regions (Alamo, Capital, East Texas, Heart of Texas, North Central Texas, Northeast Texas, Panhandle, South Plains, and Upper Rio Grande) were fully functional, operating with federal discretionary funds. Committees in the 15 non-pilot regions were established without state or federal funds and relied solely on voluntary efforts. During the spring of 1991, the 72nd Texas Legislature passed legislation authorizing funds for all committees. Appropriations for the biennium were provided all committees during a summer special session.

APPENDIX A

SECONDARY EXEMPLARY PROGRAMS

APPENDIX A

SECONDARY EXEMPLARY PROGRAMS

Texas Education Agency staff identified the following exemplary programs conducted during program year 1990.

Title II-A Exemplary Programs for Special Needs Students

1. "Alternatives to Social Promotion Program at Grades 7 and 8"

   The project was designed to identify the vocational needs of at-risk students in Grades 7 and 8 and to develop curriculum materials which could be used in an alternative to social promotion program for students at risk of dropping out of school. The curriculum included integration of the following junior high school vocational and academic courses: (1) Computer Technology/Math, (2) English/Small Engine Repair, (3) American History/Business Office Services, (4) Life Management Skills/Reading, and (5) Earth Science/Home Economics. The curriculum was developed by teachers, edited by project staff, and was piloted in five diverse school districts. The curriculum is available for purchase from The University of Texas at Austin, Extension Instruction and Materials Center.

2. "Coordination of Vocational and General Education for Students Enrolled in Coordinated Vocational-Academic Education"

   This project involved the development of strategies for coordination of instruction between vocational education and general education teachers. Six schools with diverse demographics were used to implement the designated coordination strategies. A videotape and handbook describing the project were developed. The handbook and videotape are available for purchase from the Educational Development and Training Center, East Texas State University.

3. "Special Needs Training for Teacher Educators"

   This project provided inservice education in areas related to serving special needs students for vocational education teacher educators. In-service training was for teacher educators in agricultural science and technology, home economics education, industrial technology, trade and industrial education, guidance and counseling, and office education. The project provided the participants with information pertinent to learner characteristics, coordinated planning, vocational assessment, parental involvement, and supporting at-risk youth.

4. "Vocational Special Needs (VSN) Information Center"

   The VSN Information Center project continues to provide a resource lending library with technical assistance capabilities and also conducts the annual statewide vocational special needs conference. The library is located on a major university campus. The library has over 3,200 titles of teaching materials, curriculum, assessment instruments, and limited amounts of professional materials. The holdings are computer listed and

may be accessed quickly for handling telephone and mail requests. A catalog of holdings has been placed in each of the 20 regional education service centers and updated annually. The only charge to the LEAs and ESCs is the return postage. The project director, who provided technical assistance to school personnel, is a nationally known professional in the area of vocational special needs. The annual vocational special needs statewide conference hosted by this project is attended by vocational education and special education administrators and teachers.

Title III-A Exemplary Programs for Community-Based Organizations (CBOs)

1. Galveston Independent School District

The Galveston Independent School District in coordination with Family Center of Galveston (CBO) served 248 JTPA eligible high risk potential dropouts by providing employment information and career counseling at Ball High School. Work experience sites were identified for students who met the standards for working. The success of this project is evidenced by the reduction in the vocational education dropout rate. The dropout rate in the 1986-87 school year was over 18% as compared to 5.7% in the 1990-91 school year.

2. North East Independent School District

The North East Independent School District (San Antonio) in coordination with United Way of Bexar County and San Antonio (CBO) provided assessment and counseling, assessment and counseling, pre-employment skills training, and prevocational transitional services for more than 800 students who were economically and educationally disadvantaged. These youth have made great strides in breaking the vicious cycle of unemployment and poverty most high school dropouts face.

3. El Paso Independent School District

El Paso Independent School District contracted with two CBOs (the Tigua Indian Council and the Upper Rio Grande Private Industry Council) to provide vocational education support services. This project provided occupational and academic assessment to 409 disadvantaged youth through outreach, assessment of educational/career plans, and job readiness. Transportation, child care, medical support services, and occupational orientation were also available.

APPENDIX B

POSTSECONDARY AND ADULT EXEMPLARY PROGRAMS

APPENDIX B
POSTSECONDARY AND ADULT EXEMPLARY PROGRAMS

Handicapped Students

- Alvin Community College coordinated with a transition task force in conjunction with high school districts in the two service counties as well as local offices of the Texas Rehabilitation Commission and the Texas Department of Mental Health and Mental Retardation. The task force was established to evaluate needs of students classified as "special need" students in high school as they transferred to college. Other activities supporting enrolled students included the establishment of a club for handicapped students called the "Challengers."

- The "4 X 4 Club" at TSTI - Harlingen continued to function to serve the student, both as a social club and as an advocacy mechanism for the handicapped students on campus.

- Staff at Tarrant County Junior College District coordinated with Texas Rehabilitation Commission counselors to identify the needs of students/clients and to develop an individual plan providing assistance necessary for the handicapped student to succeed in college.

- The counselor for students with disabilities at Lee College attended meetings for 11th and 12th grade special education students at local high schools to help plan each student's "individual transition plan."

- Collin County Community College sponsored a workshop for students and staff focusing on special needs of handicapped students. Among the activities were a panel discussion, specialized equipment demonstrations, and informational booths.

- In order to better identify and serve all handicapped students on campus, Weatherford College included a representative from the Texas Rehabilitation Commission on all vocational advisory committees.

Disadvantaged (Excluding LEP) Students

- Lamar University - Port Arthur worked closely with the Texas Employment Commission and the Golden Triangle Workers Assistance Program in order to help displaced workers in the area retrain for other employment.

- Howard County Junior College contracted with the local JTPA office to provide basic skills testing, career testing, and job search education for clients. Through an increased joint effort to retrain and to remediate disadvantaged students, the number of students served increased over prior years.

- Through the combined efforts of Laredo Junior College and JTPA, over 500 participants were given vocational training during PY 1991. Training allowed the Laredo community to respond rapidly to a relative economic upswing in the region, and unemployment dipped below 10 percent for the first time in many years.

- TSTI - Harlingen expanded services to disadvantaged students through the implementation of special diagnostic testing and counseling for entering students. Special services were provided to 82 percent of the students identified as disadvantaged.

- Panola College increased its outreach activities during PY 1991 resulting in higher enrollments in nursing, cosmetology, and welding. In order to better serve students, the college expanded to a flex-entry program in welding, providing greater access to more students.

- Approximately 25 percent of all disadvantaged vocational students at Wharton County Junior College received additional instruction and/or tutoring assistance. More than 80 percent of students who received supplemental instruction or tutoring successfully completed the course for which the special service was provided.

- Northeast Texas Community College formed a partnership with a local steel company and a union to provide a workplace literacy program. The program had 24 students enrolled, and 22 company employees trained to be volunteer tutors.

- Trinity Valley Community College provided in-class tutors and tutoring sessions to assist students. At least one-half of the students who received tutoring were able to improve their grade by at least one letter grade.

Limited English Proficient Students (LEP)

- The LEP lab at Del Mar College was expanded and upgraded allowing the college to provide individual tutoring to 100 literacy students under a JTPA grant. The students received customized classroom training as well, and all students met or exceeded the performance standards set forth for the training.

- North Harris County Junior College coordinated with the Texas Rehabilitation Commission, JTPA, Project Passage, Project Pulse, and Northwest Assistance Ministries to aid LEP vocational students in receiving appropriate services so they could remain in school. The district provided additional testing and also helped instructors become more aware of materials and methods to better serve LEP students.

- The Creative Education Institute (CEI) reading lab at TSTI - Harlingen implemented automated CEI procedures which freed additional time for the staff and encouraged extensive involvement of instructors and lab assistants with LEP students.

- The bilingual counselor at Navarro College provided support to LEP students through career planning and specially scheduled orientation classes. In addition to the special counselor, the students were assisted through English language tapes, basic skills classes, and ESL classes.

- Odessa College designed and implemented special courses to help ease the LEP student's transition from a focus on oral communication to a focus on written communication.

- Through expanded outreach at Houston Community College System, the enrollment of individuals into classes with special help for LEP students increased. Coordination with such agencies as: The Latino Learning Center, Wesley House, Casa de Amigos, vocational guidance services, and neighborhood centers also helped the college better identify and serve LEP students.

Adults in Need of Training and Retraining

- Galveston College expanded the associate degree nursing program to include an evening/weekend program in order to serve more adult students. Health occupations programs were enhanced through expanded microcomputing and networking capabilities.

- Kilgore College provided customized training to 15 area industries either at the Advanced Technology Center on campus or at the industrial site. Over 270 persons from industry were trained in short-term courses ranging from computer engine analysis to state-of-the-art stainless steel and exotic metals welding.

- Frank Phillips College offered additional training through a continuing education course for child care providers over a two-way interactive communications system. The class was taught on Saturdays, and 63 adult day care workers received their certificates of completion.

- Adult students at McLennan Community College received training in demand occupations as defined by the quality work force planning committee. The college assisted former employees in two plant closings/layoffs by offering several retraining strategy sessions that resulted in programs to train dislocated workers for other employment.

- Vernon Regional Junior College expanded its counseling and guidance activities in order to accommodate dislocated workers in the area after four major plants closed. The college assisted the students in identifying the appropriate career training program available at the college.

- Coordination between The Victoria College and multiple private industries within the service delivery area resulted in special offerings at the college such as chemical process operations, rail car repair and management, and welding.

- Counselors at Austin Community College developed a System of Success (SOS) model for the retention of at-risk adult students. The counselors made special classroom presentations to inform students about the services available at the college.

Single Parent/Homemaker Students

- The American Educational Complex sponsored employability workshops for single parent/homemaker students. The workshops focused on helping the students with interview techniques and included such topics as mock interviews, resume writing, and employment applications.

- El Paso Community College sponsored workshops for single parent/homemaker students that focused on parenting and management of personal and academic responsibilities. Special interest conferences were offered to women including the "2nd Annual Family Domestic Violence and Child Care Conference," "Adelante Mujer Hispana," and "Women's Services Day."

- McLennan Community College presented a series of classes on special topics such as stress management, wellness, and self-esteem. Featured speakers were leaders from the community who encouraged the students to adopt strategies for managing "what is" and to stay in college.

- Dallas County Community College District conducted ongoing recruitment activities targeting single parents/homemakers at local women's support groups, Dallas ISD Dropout Recovery Program, YWCA Teen Mother Program, and Child Care Dallas Centers.

- Over 50 seminars and conferences were offered to single parent/homemaker students by Houston Community College District. The seminars covered topics like personal growth, self-esteem, assertiveness, auto mechanics for women, financial aid, career search, and networking. Conferences included "Women and the Law: A New Era" and "Women: Starting Out, Changing, and Re-emerging."

- The Networking Organization of Waco, which meets monthly at different networking sites, is an information-gathering and service-sharing activity for special populations in a seven-county area. TSTI - Waco participates in the network and coordinates with other agencies (YWCA and JTPA) in identifying and serving single parents/homemakers.

- Single parent/homemaker students employed in the support services office at Tyler Junior College provided information, referrals, support services, and a positive role model for successfully managing parenthood, school, and work.

Students in Nontraditional Programs (Sex Equity)

- Amarillo College emphasized the recruitment of women and minorities into nontraditional training leading to employment in science, math, and technical fields. The college developed and secured financing for a summer Tex-prep program for secondary students to foster math and science careers.

- American Educational Complex offered specialized career counseling and workshops to encourage students to pursue nontraditional training. The *Pink Pages* newsletter presented informative articles on nontraditional occupations and stereotyping. A job fair was organized to bring nontraditional career students into contact with prospective employers.

- Equity counselors at Laredo Junior College contacted faculty and students in programs with a disparity in gender enrollments to advise them of services available to equalize the student participation. As a result, there was a significant increase in nontraditional enrollment in such areas as nursing and law enforcement. To further support equity participation, the college counseled all incoming students on the advantages of nontraditional careers and also made presentations in all human development classes.

- Local media coverage including commercials, specials, and news articles highlighted students at TSTI - Amarillo in nontraditional training. As a result, faculty and counseling staff at the college received numerous invitations to speak to civic groups on nontraditional careers.

Program Improvement

No exemplary projects using formula allocated funds were initiated in this category; however, 34 model/exemplary projects were funded in PY 1991 using the discretionary set-aside for special projects through the request for proposal (RFP) process. This list is provided under the program improvement section in the narrative portion of this report.

APPENDIX C

TABLES

115

TEXAS EDUCATION AGENCY

Table I-1

Local Education Agency Program Area Enrollments
Program Year 1991

Program Area*	Level of Instruction: Secondary	Adult
Industrial Technology Education	100,696*	N/A
Consumer & Homemaking Education	200,786	253
Occupational Home Economics Education	17,918	738
Trade & Industrial Education	68,291	8,325
Agricultural Science & Technology	117,153*	550
Business & Office Education	63,898*	5,381
Marketing Education	26,987	80
Allied Health Education	9,002	929
Occupational Orientation	12,447	N/A
Basic Vocational Education	1,201	N/A
Individualized Vocational Education	113	N/A
GRAND TOTALS**	618,492	16,256

*Data presented are organized by Classification of Instructional Programs (CIP) major program areas.

**These grand totals do not include 6,267 individuals receiving services from community-based organizations that are reported on Table I-3.

TEXAS EDUCATION AGENCY

Table I-2

Local Education Agency Enrollments by Sex and Race
Program Year 1991

Level of Instruction	Secondary	Adult
Total Enrollment*	618,492	16,256
Sex		
Male	345,869 (55.92%)	10,516 (64.69%)
Female	272,623 (44.08%)	5,740 (35.31%)
Race		
American Ind./Alaskan Nat.	1,147 (0.19%)	30 (0.18%)
Asian/Pacific Islander	7,557 (1.22%)	98 (0.60%)
Black, Not Hispanic	99,632 (16.11%)	3,690 (22.70%)
Hispanic	191,251 (30.92%)	4,544 (27.95%)
White, Not Hispanic	318,905 (51.56%)	7,894 (48.56%)

*Total enrollment figures do not include 6,267 individuals receiving services from community-based organizations that are reported on Table I-3.

TEXAS EDUCATION AGENCY

Table I-3

Local Education Agency Enrollments
by Carl D. Perkins Act Target Populations
Program Year 1991

Target Population	Mainstream Programs	Separate Programs	
Title II(A)			
Handicapped*	48,147	7,140	
Disadvantaged (excluding LEP)*	252,412	25,135	
Limited English Proficient*	23,642	2,667	
Adults (Adult Training and Retrn)	16,256	N/A	
Single Parents/Homemakers*	8,418	584	
Nontraditional*			
Male	11,666	N/A	
Female	17,898	N/A	
Corrections*	N/A	13,468	
Vocational Education, General	93,505**	N/A	
TOTAL TITLE II	433,962***	48,410	
Title III			
Community-Based Organizations	6,267	N/A	
Consumer and Homemaking Education	200,786	N/A	
TOTAL TITLE III	207,053	N/A	
SUBTOTAL	641,015	48,410	
GRAND TOTAL			689,425

*Figures for this category may be duplicative counts for individuals reported in other categories.

**This figure was calculated by subtracting the following Title II-A secondary populations from the number of total Title II-A secondary students: handicapped, disadvantaged (excluding LEP), LEP, and corrections students in separate programs; handicapped, disadvantaged (excluding LEP), and LEP, ex-including consumer and homemaking education students, in mainstream programs.

***This figure was calculated by subtracting the total number of Title III students in mainstream programs from the subtotal number of all students served by mainstream programs in the state.

TEXAS EDUCATION AGENCY

Table I-4

Local Education Agency
Secondary Consumer and Homemaking Education Enrollments
Program Year 1991

Program Title*	Enrollments: Economically Depressed Areas**	Enrollments: Economically Non-depressed Areas	Total Enrollments
Comprehensive Home Economics	42,185	13,136	55,321
Individual and Family Life	14,846	5,285	20,131
Parenting/Child Development	18,253	5,728	23,981
Advanced Child Development	8,303	2,236	10,539
Management	2,258	1,022	3,280
Consumer and Family Economics	3,085	1,172	4,257
Food Science and Nutrition	15,674	5,213	20,887
Adv. Food Science & Nutrition	2,930	582	3,512
Family/Individual Health	1,065	321	1,386
Families w/ Special Health Needs	148	23	171
Apparel	6,970	2,339	9,309
Textiles and Apparel Design	1,553	512	2,065
Housing, Design, & Furnishings	3,488	1,416	4,904
Interior Design	5,326	1,910	7,236
Home Economics Career Cluster	786	254	1,040
Home Economics Summer Program	18	-0-	18
Comprehensive/Technical Home Economics	-0-	-0-	-0-
Exploring Careers in Child Dev.	-0-	-0-	-0-
Parenting Education for School Age Parents I	805	180	985
Child Dev. for Pregnant and Parenting Teens	-0-	-0-	-0-
Elementary School Teacher Asst.	167	-0-	167
Prenatal Care and Infant Dev.	-0-	91	91
Parenting Education for School Age Parents II	-0-	21	21
Discovering Hospitality Career	58	-0-	58
Life Management Skills	22,592	8,624	31,216
Careers--Child Dev./Educ./ Soc. Svc.	-0-	41	41
	150,510	50,106	200,616

*Data presented are organized by Classification of Instructional Programs (CIP) titles.

**Economically depressed areas are identified using the United States Department of Commerce Economic Development Administration county listing for June 1990.

TEXAS EDUCATION AGENCY

Table I-5

Number of Students in Vocational Programs
Secondary Education - Program Year 1991

The Number and Percentage of Males and Females Enrolled in Vocational Education in Local Education Agencies - Secondary Level
Program Year 1991

Program	Total	Males	Females
Agricultural Science and Technology	117,153	89,288 76.21%	27,865 23.79%
Marketing Education	26,987	13,073 48.44%	13,914 51.56%
Health Occupations	9,002	2,500 27.77%	6,502 72.23%
Consumer and Homemaking Education	200,616	67,947 33.87%	132,669 66.13%
Occupational Home Economics	18,088	6,592 36.44%	11,496 63.56%
Business and Office Education	63,898	20,894 32.70%	43,004 67.30%
Trade and Industrial Education	68,291	53,161 77.84%	15,130 22.16%
Industrial Technology	100,696	85,342 84.75%	15,354 15.25%
Occupational Orientation & Prevocational	13,761	7,072 51.39%	6,689 48.61%
TOTAL	618,492	345,869 55.92%	272,623 44.08%

TEXAS HIGHER EDUCATION COORDINATING BOARD
TABLE II-1

Postsecondary Institution Vocational Enrollments by Program Area
Program Year 1991

Program Area*	Two-digit CIP Codes	Level of Instruction: Approved Degree & Certificate Programs	Level of Instruction: Short-term Adult Vocational Courses
Agriculture	01,02,03	1,794	1,052
Vocational Home Economics	19,20	8,539	10,586
Allied Health	17,18	51,726	39,920
Industrial Education	09,10,21 46,47,48 49,50	32,121	13,376
Business and Management	06	27,496	10,981
Business/Office Occupations	07	53,971	20,150
Engineering/Science Tech.	04,11,14 15,27,40, 41	42,814	28,804
Marketing & Distribution	08	2,293	6,122
Consumer, Personal, Misc. Services	12,31	3,089	1,135
Protective Services	22,43	19,418	19,478
Other Vocational	13,16,23, 24,25,30, 32,34,36, 42,44,45	1,317	6,336
TOTALS		244,578	157,940

* Each program area listed includes summary data as reported by Classification of Instructional Program (CIP) codes. These codes were collapsed into 11 general vocational areas.

TEXAS HIGHER EDUCATION COORDINATING BOARD

TABLE II-2

Postsecondary Institution Vocational Enrollments
by Sex, Race, and Special Needs Category
Program Year 1991

Categories	Enrollments by Level of Instruction			
	Approved Degree & Certificate Programs	% of Total	Short-term Adult Vocational Courses	% of Total
Total Enrollment	244,578	100.00	157,940	100.00
Sex				
Male	113,167	46.00	71,271	45.00
Female	131,411	54.00	86,669	55.00
Race				
American Indian Alaskan Native	1,002	.41	723	.46
Asian/Pacific Islander	6,557	2.68	2,848	1.80
Black, Not Hispanic	27,304	11.16	15,253	9.66
Hispanic	54,685	22.36	22,376	14.17
White, Not Hispanic	155,030	63.39	116,740	73.91
Special Needs Students				
Handicapped	10,328	4.22	2,217	1.40
Disadvantaged*	100,185	40.96	15,917	10.08
Limited English Proficient	19,412	7.94	5,615	3.56
Single Parent/ Homemaker	46,689	19.09	13,536	8.57
Nontraditional	19,879	8.13	10,511	6.66

*This category includes academically and economically disadvantaged students.

1 '2

TEXAS HIGHER EDUCATION COORDINATING BOARD
TABLE II-3

Postsecondary Enrollment By Funding Category
Program Year 1991

Target Student Populations Title II(A)		Postsecondary/Adult Mainstream Programs	Postsecondary/Adult Separate Programs
1.	Handicapped	12,362	183
2.	Disadvantaged (minus LEP)	115,110	992
3.	Limited English Proficient	24,485	542
4.	Adult[1]	157,940	00
5.	Single Parent/Homemaker	60,225	00
6.	Corrections	N/A	N/A
7.	Nontraditional (Male and Female)2	30,390	00
8.	Regular Voc-Ed Population[3]	244,578	00
9.	Total Title II	402,518[4]	1,717[5]
Title III[6]		N/A	N/A

(1) This includes all students enrolled only in short-term adult vocational courses, including special populations.
(2) Male and female numbers are combined. Data collected by the state for 1991 enrollments of nontraditional students do not distinguish between male and female in the particular special population category. Male and female enrollments are available by each CIP code and by race but not by special population. This information is available at each postsecondary institution, however.
(3) This includes all students enrolled only in degree and certificate programs, including special populations.
(4) This total is the sum of lines 4 and 8 only.
(5) This total is the sum of lines 1, 2, and 3; however, some of these numbers may be duplicated.
(6) The Coordinating Board does not receive Title III funds from the Texas Education Agency.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.